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Updated: 10th August 2017
**VOCATIONAL EDUCATION AND TRAINING (VET)**

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**WHERE TO NOW?**

**COMPLETE YEAR 10**
Leave School
- Work minimum 25 hours per week
  - Apprenticeship
  - Traineeship

Continue at school

Pathways

Tertiary Pathway
- Receive OP
- Go to University

Vocational Pathway
- Workforce
  - School-based Apprenticeship or Traineeship
  - TAFE
  - University
Flagstone State Community College Expectations of Students

- Maintain an attendance rate of 92%

- Maintain effort and behaviour standard of at least ‘Very Good – B’ level for all subjects

- Attend all scheduled classes while at school

- Adhere to the four school rules;
  Learn
  Do Our Best
  Respect Self and Others
  Respect our School

- Complete a SETP review during Term 4, Year 11

- Maintain the high standard expected while identified as a student at Flagstone State Community College

1. Introduction
There is a lot of information for you and your parents/caregivers to read, digest and understand about the Senior Phase of Learning. **DO NOT RUSH INTO SUBJECT SELECTION.** Talk to your parents, teachers or Guidance Officer to ensure you understand what you need to do to be successful in Years 11 and 12.

Subject selection is very important. During term three of year 10, students make subject selections which will allow them to achieve success in year 11 and 12. Students will choose between Authority subjects, Authority Registered subjects and Vocational Education and Training (VET) options.

**How do I choose?**

**Choose your subjects according to the following:**

- Subjects you enjoy
- Subjects you perform well in
- Subjects that you need to get into your chosen career

**DO NOT choose your subjects for the following reasons:**

1. “My friend is taking that subject.” **There are usually several classes in a subject, so even if you are doing the same subjects, you won’t necessarily be in the same class.**
2. “I do/don’t really like the teacher”. **There is no guarantee that you will have any particular teacher.**
3. “Someone told me that the subject is fun (or easy, or interesting).” **It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.**
4. “Someone told me that the subject is boring.” **See point 3.**
5. “Someone told me that I do/don’t need that subject for the course I want to take after school.” **Check with the Guidance Officer, QTAC book or jobs guide.**

**Finally, are your ambitions realistic?** Both you and your parents should ensure that your ambitions match your ability and performance. Your achievement during Year 10 will give you a fair indication of whether your ambitions can be achieved. It is also important to know that you will be able to cope adequately with your chosen subjects. You will become very frustrated if you choose ones that are too difficult. Similarly, you will probably become bored and frustrated if you choose below your ability level. Neither situation produces success or satisfaction.

**Have you kept your options open?** If you are unsure what you want to do after completing Year 12, it is best to select subjects that keep your future options as flexible as possible. Even if you have very definite career ideas, it is unwise to select a course that restricts you to a very limited area. While keeping prerequisite subjects in mind, a well-rounded education can give you more flexibility if you change your mind about your career direction.

Overall then, choose your subjects carefully, and only after having considered the points presented to you. Talk it over with parents, teachers or friends if you need to. Certainly, don’t hesitate to seek help if confused – and remember, the Guidance Officer is there to assist you!

**Choose very carefully**

Flagstone State Community College students choose from 6 blocks of subjects. In each block there will be Authority, Authority-Registered and VET subjects.

**Senior (Year 11 & 12) subjects are grouped into three categories:**

**Authority Subjects**

- minimum 5 needed to gain access to University
- contribute to your OP
- weighted equally by the QCAA
- if you change your program of study after one or more semesters, this subject could still contribute to your OP

**Authority-Registered Subjects**

- place more emphasis on practical skills and knowledge
• do not contribute to the OP
• students are able to take a full set of Authority subjects, a full set of Authority Registered subjects or any mixture of the two

Certificate Courses (VET subjects)
• Emphasize practical skills and knowledge specific to particular employment in industry
• Nationally accredited qualification

Opportunities exist for students to start a school based apprenticeship, traineeship or TAFE course while at school and this vocational pathway can be done in conjunction with Authority or Authority-Registered courses of study.

IMPORTANT
While you may choose subjects in Senior, sometimes there are not enough students choosing a particular subject. This means students may not receive their first choice. Also, some subjects are always over allocated. Heads of Department will be given these lists and will use data, including grades, effort and behaviour to determine which students should remain in the subject. It is possible, if these classes are not able to run, to consider enrolment in the Brisbane School of Distance Education. This should be discussed with the Senior Deputy Principal.

2. Course Information and Structures

Semester Units
All subjects are arranged in half-year semester units. If you study a subject continuously over 2 years you will do 4 semester units of that subject.

You may wish to change subjects at the end of a semester because you are having difficulty with a particular subject. Such changes should not be made lightly, and permission to change will depend on such factors as your ability, your attitude to your studies, pre-requisites for further study after Year 12 and existing class sizes. Those of you who at some stage are contemplating a change need to follow a set procedure and must first see the HOD Senior Schooling first. You receive credit on your Senior Statement for every semester completed.

Assessment
Schools develop work programs for each subject taught based on Queensland Curriculum & Assessment Authority (QCAA) syllabuses. Students, parents and the community generally, may have access to these at any time. This requires assessment to be conducted within the schools, but subject to rules and conditions detailed by the QCAA.

Emphasis is placed on matching student objectives, as set out in the accredited school program, with appropriate learning experiences and evaluation techniques. This allows teachers to determine how well you have achieved the relevant objectives.

Students can expect to be required to respond to assessment tasks in a variety of ways and means. This can include formal and informal testing such as examinations, presentations, demonstration of skills or the completion of work product, particularly in practical or applied objects.

Vocational Education and Training Subjects use competency based assessment in which students demonstrate the knowledge and skills as applied in a workplace situation. Reassessment is available. Assessment includes task skills, task management skills, contingency skills and job related environmental skills.

Levels of Achievement
Your results will be expressed by a level of achievement for each subject studied. There are five levels: Very High Achievement (VHA), High Achievement (HA), Sound Achievement (SA), Limited Achievement (LA), Very Limited Achievement (VLA).

Students undertaking VET subjects will be assessed as Competent or Working Towards Competency. Students who don’t complete a full certificate will receive a Statement of Attainment.
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCAA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfill literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement

The QCAA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCS Test result.
Working towards a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.

- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.

- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.

- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

For more information

There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:

- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook

March 2015

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE courses:</strong> usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority in Authority-registered subjects</td>
<td>Per course (4 semesters) 4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate II</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate II &amp; IV</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course 4</td>
</tr>
<tr>
<td>PREPARATORY courses: generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate I qualifications</td>
<td>(Max. of 2 qualifications can count) 2 or 3</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VET Act 2000</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA 1</td>
</tr>
<tr>
<td>ENRICHMENT courses: add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA 1</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA 1</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>2</td>
</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
<td>1</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA 1</td>
</tr>
<tr>
<td>ADVANCED courses: go beyond senior secondary schooling</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>One-semester subject 2</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA 1</td>
</tr>
</tbody>
</table>

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training – Communication, i.e. 39282QLD (Certificate I) or 39283QLD (Certificate II)
- completion of a VET course in Core Skills for Employment and Training – Numeracy, i.e. 39288QLD (Certificate I) or 39289QLD (Certificate II).
3. Certification and Tertiary Entrance System

On completion of Year 12, you will receive a range of documents issued both by the College and by the Queensland Curriculum and Assessment Authority (QCAA).

**College Issued Documents**
- **College Reference**
  Students apply for a reference from the school in Term 3 of Year 12. References usually include information about participation in school life as well as personal qualities and work habits demonstrated to teachers while at school. The privilege of receiving a reference is granted to students who complete school with acceptable behaviour and attitude.

**QCAA Issued Documents**
- **Queensland Certificate of Education**
  - **What is it?**
    The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.
    It confirms a student's achievement of:
    - a significant amount of learning,
    - a set standard of achievement,
    - meeting literacy and numeracy requirements.
  - **How does it work?**
    The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits to be awarded a QCE (see Appendix A).
  - **Learning accounts**
    All learning undertaken and achievements are recorded in a learning account. These achievements then convert to credits. As activities and studies are completed, the credits are banked and the learning account grows, just like a bank account.
  - **Senior Statement**
    - **What is the Senior Statement?**
      The Senior Statement is your official record of learning. It records all the learning achievements in your Learning Account. This includes:
      - the learning you attempted,
      - the standard you achieved,
      - where and when the learning took place.
    - **When do I receive the Senior Statement?**
      The QCAA will issue the Senior Statement if you:
      - have met the requirements for the Queensland Certificate of Education, or
      - are attending a state or non-state school, and have banked at least one achievement in your Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12.
    - **What is the difference between the QCE and the Senior Statement?**
      The Senior Statement is a record of all your learning achievements banked to your Learning Account. It records the details of where and when the learning took place and the level of your achievement. The QCE, on the other hand, is awarded only when a specified study pattern has been achieved, that is at least 20 credits including completed courses of study at a set standard and a literacy and numeracy requirement.
  - **Tertiary Entrance Statement**
    - **What is the Tertiary Entrance Statement?**
      The Tertiary Entrance Statement reports an Overall Position (OP) and Field Positions (FPs) which are used to rank students for entrance to tertiary-level courses at universities and TAFE institutes. That is, the Statement provides information on how well students have done in relation to other students in their academic studies in Years 11 and 12. The Statement is issued by the Queensland Studies Authority (QCAA) in December each year.
      Not all students who complete Year 12 obtain a Tertiary Entrance Statement. Some students do not aspire to tertiary study and choose subjects which do not qualify them to receive a Tertiary Entrance Statement.
      Also, not all students who receive a Tertiary Entrance Statement go on to study at a university or TAFE institute. Some wish to go straight to work and gain some life experience before deciding on a firm career path. Others may wish to undertake tertiary study but are unable to obtain places in their preferred courses.
      The Tertiary Entrance Statement consists of two pieces of information — an Overall Position and Field Positions — to compare students' academic achievements. The positions indicate where students come in relation to other Year 12 students eligible for an OP and FPs.
Terms Used in Senior Education and the Tertiary Entrance Process

What is an Overall Position (OP)?
The OP places students in one of 25 bands, based on a comparison of students’ overall achievements in Years 11 and 12 and scaling based on group results in the Queensland Core Skills (QCS) Test. A student must have studied a certain number of Authority subjects, selected from subjects approved by the QCAA, to be eligible for an OP and FPs. All subjects receive the same weight when OPs are determined. Students’ results in Authority subjects are brought together by the Queensland Studies Authority and students are ranked into 25 bands, from 1 (highest) to 25 (lowest).

What are Field Positions (FPs)?
Because the Overall Position does not indicate a student’s strengths in particular areas of study, Field Positions are also determined. Field positions are designed to assist universities and TAFE institutes to select students with similar OPs for entry to courses. Field Positions rank students on their achievements in up to five areas of study (Fields). These areas are:

- **Field A**: extended written expression involving complex analysis and synthesis of ideas;
- **Field B**: short written communication involving reading, comprehension and expression in English or a foreign language;
- **Field C**: basic numeracy involving simple calculations and graphical and tabular interpretation;
- **Field D**: solving complex problems involving mathematical symbols and abstractions;
- **Field E**: substantial practical performance involving physical or creative arts or expressive skills.

Field Positions are reported in 10 bands, from 1 (the highest) to 10 (the lowest). Thus, a student whose Field Position in Field D, for example, was 1 or 2 could be expected to have performed well in complex mathematical problem solving.

What is a Subject Achievement Indicator (SAI)?
In addition to the level of achievement awarded at the end of the study of a subject, you are assigned by the school a ranking on a scale of 200 (lowest) to 400 (highest) for each subject. It is called the SAI and is arrived at by considering the overall achievement of all students in each Authority subject. It has flexibility to cater for special circumstances that may affect your performance (for example, illness). Additionally, it may emphasise different aspects of a particular course by varying the weighting of semester units.

These SAIs are made known to students, then are forwarded to the Queensland Studies Authority and used for the calculation of your Overall Position (OP).

What is the Queensland Core Skills (QCS) Test?
The QCS Test is:
- a common state-wide test for Queensland Year 12 students,
- an achievement test, not an intelligence test, not an aptitude test,
- grounded in the Queensland senior curriculum

To be eligible for an OP you must sit the QCS Test. If you are not eligible for an OP you may sit the test and if you score higher than ‘E’ on the test your tertiary entrance ‘RANK’ will be improved (see section Tertiary Entry for Senior Studies without OPs).

Results of students who are not eligible for an OP do not contribute to the calculation of OP’s. QCS Test results are used as part of a scaling process which aims to make sure that your individual OP is affected by your individual achievements and is not affected by your membership groups.

The QCS Test takes place over two consecutive days late in third term. The individual student’s result from A to E is recorded on the Senior Certificate. Non OP-eligible students will need to decide at the start of Year 12 whether they wish to sit the QCS Test or not. If they do, the result from A to E will appear on the Senior Statement.

4. Selection Criteria for Entry into Tertiary Institutions

QTAC
The process for determining who will be awarded a place in particular tertiary courses is managed by the Queensland Tertiary Admissions Centre (QTAC). Application from Year 12 students are generally made by the end of September via the QTAC website. Our Guidance Officer will assist students with this during term 3 of Year 12.

Those eligible for consideration for standard admission must have satisfied any prerequisite subject requirements for their preferred courses. (Refer to the Tertiary Prerequisites 2009 Summary of Selection Criteria for entry to Universities, Colleges and TAFE Qld). They must also have obtained an Overall Position (OP) awarded by the Queensland Studies Authority or obtained a RANK calculated by QTAC.
Selection for Each Course Will Follow These Steps

All applicants, who have satisfied the pre-requisite subjects and have obtained an OP, will be considered in order of OP band, band 1 students (the highest) being considered before band 2 students and so on.

All qualified applicants in each OP band above that required to fill the quota will be offered places.

If there are more applicants than the number of places available, Field Position data will be used in border-line cases to select those who receive offers. Institutions may select one or more Field Positions as relevant to the course considered.

For example, an institution may nominate Field Position B as their primary field for the particular course, and will select, in the cut-off band only, all those with a Field Position of 1 in Field B before those who have 2 in Field B. If this method does not select finely enough, the institutions may have nominated a secondary field (say, Field C) and will select then in order of their positions in Field C.

Tertiary Entry for Senior Students without OPs

Students who complete Year 12 and do not qualify for an OP can still gain entry to courses offered at tertiary institutions participating in QTAC based on their RANK.

QTAC will allocate non OP-eligible students a selection score, called ‘RANK’, based on their results recorded on the Senior Certificate and, if they sat it, their result in the Queensland Core Skills (QSC) Test.

Students not eligible to receive an Overall Position should be aware that the decision to undertake a non OP program may make the attainment of the extremely high ranks necessary for entry to some competitive courses at tertiary institutions difficult and, in some cases, impossible to achieve.

Ranks

Ranks are worked out from tables developed by QTAC in consultation with other higher education authorities. Where OPs are based on a scale from 1 (highest) to 25 (lowest), ranks are based on a scale from 99 (highest) to 1 (lowest).

Ranks for non OP-eligible students are calculated from specially formulated tables, know as schedules. The schedules take into account student’s results on the Senior Certificate and QCS Test, if sat. A student’s rank will be improved if they do the QCS Test and achieve better than E result.

QTAC expects the schedules to remain fairly stable, but since the values in these tables are based on the data for the relevant year, students should expect to see some variation from one year to the next.

Please see one of our Guidance Officers for more specific information.

All applicants, whether they are OP or non OP-eligible, must still satisfy specified prerequisites. Prerequisites may be subject to requirements or folio/audition requirements for creative and performing arts courses.

Direct Entry Courses

Some TAFEs and Universities are opening up a range of Courses for Direct Entry. Students apply in October through the school and find out the result of their application just a week or so later. This is great for students who know they want to study in a particular field at the Diploma level.
5. School Based Apprenticeships and Traineeships

What are School-Based Apprenticeships and Traineeships?

A School-Based Apprenticeship/Traineeship is a concept where Year 11 or 12 students can study for their Senior Certificate and at the same time train for a nationally recognised Vocational Education and Training (VET) qualification. Under this arrangement, a person is both a secondary school student and employed as an apprentice or trainee. The employer pays the student wages for hours worked.

School-Based Apprenticeships/Traineeships are not an exercise in work experience or industry placement. They are fully recognised programs with the same qualification status as full time apprenticeships/traineeships.

Benefits of the Program

The program will benefit students by providing them with increased opportunities for:
- commencement of an apprenticeship/traineeship while still attending school,
- effective transition from school to work,
- combination of study, paid work and on-the-job training,
- an alternative to a traditional academic program for Years 11 and 12,
- gaining skills and experience in a ‘live’ work situation in an area of interest.

School-Based Apprenticeships/Traineeships will benefit employers by:
- eligible for Federal Government Incentives,
- wages are paid only for the time the student at work,
- trained part-time staff are available to contribute productively to the business and fill staffing gaps during busy trading times,
- industry-specific training to suit the specific enterprise,
- students will enter the workforce with work skills,
- recognition as a good corporate citizen.

How Does It Work?

School-Base Apprenticeship and Traineeship - Flow Chart

- **Student Chooses the Apprenticeship or Traineeship**
  Students can seek the guidance of Family and School to help with decision making.

- **Find Employment**
  Contact Employers Directly; look for positions vacant in Newspapers or Online
  Students can contact Employment Agencies and Industry etc. Busy at Work/MEGT/Mreal

- **Inform School**
  Once a position is Negotiated/Offered you must contact the Schools Industry Liaison Officer, as the school is involved from this point on.

- **ETES Form**
  The Educations Training and Employment Schedule form (ETES) needs to be complete during Sign Up.
  The school will organise the Sign up Day and Time with all Parties this includes Employer, Parent/Guardian, Student, School and (RTO) Registered Training Organisation.

- **Contract**
  A representative from An Australian Apprenticeship Centre (ACC) will conduct the Sign up (AAC) such as Busy at Work, MEGT, Sarina Russo or Mreal are used. The chosen (ACC) will conduct a Formal induction with Employer, Student and Parent/Guardian. The (ACC) then lodges the training contract with (DETE) Department of Education Training and Employment. The school will then receive a SAT Notification from the (ACC) to complete and sign. The (ACC) then notifies the (RTO)
Wages and Conditions of Employment

Wages and employment conditions are prescribed through Orders of the Queensland Industrial Relations Commission and normal industrial awards and agreements.

The employer pays the trainee for the time actually spent working. Off-the-job training is not regarded as time spent working and does not attract pay. The rate of pay is an hourly rate based on the pay for full time trainees. The trainee/apprentice does not receive payment for holidays or sick leave, nor does the employer pay towards superannuation.

Workers’ compensation for trainees is provided under the employer’s workers’ compensation insurance while the trainee is working for the employer or undertaking training related to the Training Agreement. The trainee is also covered whilst travelling to and from school or home to undertake work or related training.

6. Suggestions on How to Cope with Year 11 and 12.

Workload

Students in the Senior School require greater commitment and application than in Year 7 - 10. Many of you are likely to be jolted somewhat by the marked difference you may find in several areas. You may be more than a little dismayed not only by the increase in workload, but also by the type of work you are expected to cover. For example, the work is different in the sense that you will be required to develop a more critical and evaluative approach to your studies. Most students will need to work harder, smarter and be better organised.

Study Habits

Expect to change positively in many ways. You will not succeed very well if you are hoping to leave everything to the last minute and ‘crash-study’ just before exams or rely only on class work and memory. You will need to work regularly and consistently on homework/study/assignments throughout the year. This clearly involves the development of self-discipline and greater sense of organisation. If you have difficulty with planning a realistic and achievable study timetable – and sticking to it – seek help before you lapse too far behind. Trying to catch up while attending to new work can be a demoralising and stressful exercise.

In addition the school library has a number of books on study skills. You should read at least one of these self-help guides. They contain many helpful hints that will make your study time more efficient and effective. Many faculties offer free tutoring after school in the library. You should take advantage of this.

Part time Jobs

A number of senior students in both Year 11 and Year 12 attempt to balance a full time study load with working in excess of 12 hours per week in part time jobs. Our experience with students over may years tells us that young people who take on this level of responsibility will find it very difficult to cope.

For a realistic chance of success in authority subjects, our recommendation for Year 11 students is that they restrict part time work to 12 hours or less per week and in Year 12, 10 hours or less per week.

Seeking help

Home, family and personal problems frequently can have a negative effect on your motivation to study. It is difficult to concentrate if you are emotionally distressed. So seek out someone you think can help. You may prefer to discuss you concerns with someone you know well and with whom you feel comfortable, or you may choose to talk with a counsellor, social worker, doctor or minister. The Guidance Officer is always there to help – not just with career concerns, but in personal, emotional and social areas as well. All you have to do is let people know things are not going well for you.

You are entering a very important part of your life as you set up your options for adulthood. Sometimes you will have to think about working smarter rather than longer. Keeping a sense of balance is vital so always be the best person you can be and remember that who you are is more important than what you can or cannot do.
The following diagram provides some examples of where student choices will lead:

- **6 Authority Subjects**
  - OP Eligible
  - University
  - TAFE Diploma
  - TAFE Certificate
  - Full time work
  - Courses with private providers

- **5 Authority Subjects**
  - OP Eligible
  - University
  - TAFE Diploma
  - TAFE Certificate
  - Full time work
  - Courses with private providers

- **1 Authority Registered Subject**
  - OP Eligible
  - University
  - TAFE Diploma
  - TAFE Certificate
  - Full time work
  - Courses with private providers

- **Less than 5 Authority Subjects**
  - OP Ineligible
  - TAFE Diploma
  - TAFE Certificate
  - Full time work
  - Courses with private providers

- **Any 5 Authority Registered Subjects + School based Apprenticeships**
  - OP Ineligible
  - TAFE Diploma
  - TAFE Certificate
  - Full time work
  - Courses with private providers

- **Any 5 Authority Registered Subjects + School based Traineeship**
  - OP Ineligible
  - TAFE Diploma
  - TAFE Certificate
  - Full time work
  - Courses with private providers

- **Less than 5 subjects + part time work or school based apprenticeship**
  - Part time student
  - TAFE Diploma
  - TAFE Certificate
  - Full time work
  - Courses with private providers

**Increased flexibility is available to students in special circumstances for example:**
- poor health
- financial problems
- special family circumstances

**Individual circumstances need to be discussed with:**
- Deputy Principal (Senior School)
- Heads of Departments, and
- Guidance Officer
## YEAR 11 AND 12
### OVERVIEW OF SUBJECTS

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>AUTHORITY SUBJECTS</th>
<th>AUTHORITY-REGISTERED SUBJECTS</th>
<th>VET SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English Communication</td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Maths A, Maths B,</td>
<td>Pre-Vocational Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maths C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Chemistry</td>
<td>Science in Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Ancient History,</td>
<td>Tourism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal Studies,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Business Communication and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOTE</td>
<td>Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology Systems</td>
<td>Certificate II Information, Digital Media and Technology Certificate II in Creative Industries</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Recreation</td>
<td>Certificate III Fitness</td>
</tr>
<tr>
<td>The Arts</td>
<td>Drama</td>
<td>Visual Art in Practice</td>
<td>Certificate II Music Industry (Foundation)</td>
</tr>
</tbody>
</table>
**APPENDIX A**

**QCE POINTS**
*(Students to achieve 20 points to be awarded a QCE)*

**Authority Subjects – 4 Points per subject**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Business Communication and Technology</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>English</td>
<td>Information Technology Systems</td>
</tr>
<tr>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Mathematics A</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Mathematics C</td>
<td>Modern History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physics</td>
<td></td>
</tr>
</tbody>
</table>

**Authority Registered Subjects – 4 Points per subject**

<table>
<thead>
<tr>
<th>English Communications</th>
<th>Hospitality Studies</th>
<th>Industrial Technology Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Vocational Mathematics</td>
<td>Visual Art in Practice</td>
<td>Science in Practice</td>
</tr>
<tr>
<td>Recreation</td>
<td>Tourism</td>
<td></td>
</tr>
</tbody>
</table>

**Vocational Education and Training – Stand Alone Certificates**

<table>
<thead>
<tr>
<th>Cert I Construction</th>
<th>3 Points</th>
<th>Cert II Engineering Pathways</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert III Media</td>
<td>8 Points</td>
<td>Cert III Fitness</td>
<td>8 Points</td>
</tr>
<tr>
<td>Cert II Creative Industries</td>
<td>4 Points</td>
<td>Cert II Information, Digital Media and Technology</td>
<td>4 Points</td>
</tr>
<tr>
<td>Cert II Music Industry (Foundation)</td>
<td>4 Points</td>
<td>Cert II Electro Technology (Career Start)</td>
<td>4 Points</td>
</tr>
</tbody>
</table>
Authority Subjects

These subjects contribute to a student’s Overall Position or OP
BIOLOGY

Introduction
Biology is directed towards producing individuals who are able to think critically and creatively in a biological context, understand and act responsibly on biological issues and communicate effectively in a variety of media and scientific genres. It aims to develop:

- the capacity to identify, gather and process information in scientific and field investigations,
- an appreciation of the complexity and beauty of biological phenomena,
- a recognition of the unique characteristics of Australian Ecosystems,
- appreciation that humans occupy a position in the biosphere with certain responsibilities,
- an ability to apply understanding, skills and reasoning to present day and emerging issues.

Entry Guidelines
All students are eligible to select Biology in Years 11 and 12, however, those students who have grades of a High Achievement in The Natural Science and or Science Investigations, and at least Sound Achievement in English would be most suited to the course.

Course Outline
Students will have the opportunity to experience hands on science in the following areas:

<table>
<thead>
<tr>
<th>Cells</th>
<th>Forensic Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Physiology</td>
<td>Genetics and Evolution</td>
</tr>
<tr>
<td>Lifestyle and Disease</td>
<td>Medical Technology</td>
</tr>
<tr>
<td>Reproduction</td>
<td>Ecosystems - Independent Study</td>
</tr>
</tbody>
</table>

Course Requirements
Textbooks (provided by the Shared Resources Scheme)

Stationery: Student workbook and lab book / blue and red pen / pencil, eraser and sharpener / ruler.

Other Requirements - handouts/booklets/additional exercises will be supplied by school,
- for Occupational Health and Safety reasons closed in leather shoes are mandatory in Science lessons.

Excursions – Field study is a requirement of the syllabus. A variety of different excursions occur throughout the subject and assessment components are related to various topics.

Assessment
Judgement of student achievement will be derived from information gathered from the four focus areas using a variety of tasks. The four focus areas are:
- extended experimental investigations,
- extended response tasks,
- written tasks,
- field data analysis.

Criteria Assessed
- Understanding Biology.
- Investigating Biology.
- Evaluating Biological issues.

Future Pathways
This course is designed to cater for those students who are interested in:
- a career in Science, Pharmacy, teaching Science or associated fields such as Alcohol Production, Food Processing and Medicine,
- Science students who wish to use this subject towards their Overall Position score.

Contact Person
Jesscia Ragg
Acting Head of Department – Science
BUSINESS COMMUNICATION AND TECHNOLOGY

Rationale
Business helps define the way modern citizens make sense of and operate in society. Contemporary business activities form a complex global web through which a range of goods and services are designed, produced, marketed, delivered and supported. It is important that young people have business knowledge, strategies and skills to make informed and reasoned decisions about their role in and contribution to this dynamic global environment. BCT explicitly combines general and vocational education components, allowing students the opportunity to achieve Certificate II in Business.

Aims
Students should develop the ability to:
- Communicate effectively and to interact confidently within a business environment
- Use a range of business information technologies
- Apply a range of individual and group strategies to resolve issues and complete tasks
- Question existing administrative practices
- Develop solutions to problems within a business environment
- Appreciate the skills and attitude that enhance employability

Entry Requirements
It is HIGHLY recommended that students be enrolled in English Authority and Mathematics A in order to achieve success in this subject.

Students can enrol in this course at the beginning of each Semester. However, if students enrol late, they may not have the time to complete the full Certificate II in Business.

Course Outline
The two-year course is organized on the basis of 10 topics of study. Embedded within these topics are 12 units of competency, which make up Certificate II in Business (BSB20107).

Topics include:
- Managing People
- Industrial Relations
- Event Management
- Organisational Skills
- Workplace Health and Safety
- International Business
- Social Media
- Financial Administration

Course Requirements
Textbooks (provided by the Shared Resources Scheme)
Business Communication & Technologies in a Changing World $69.95

Other Requirements
- Business Forms Workbook 8, 5th Edition, Exercises for Years 11 & 12 BCT by Foxstone Education – approximately $13.00 (to be purchased by student)
- 5 booklets supplied by school
- USB

Excursions
Students may attend different excursions over the two years (at an additional cost). These excursions may include:
- Coca Cola Factory – Richlands,
- Dreamworld,
- Ikea – Springwood.

Assessment
In Business Communication & Technologies, students are assessed on:
- their knowledge of previously learned factual information,
- their ability to use reasoning processes to critically reflect on issues,
- their ability to complete a variety of tasks using appropriate technologies and presentation skills and to record business procedures either manually or electronically.

Students will be assessed using a variety of techniques including:
- short written response,
- extended written response,
- spoken / multimodal presentation,
- practical tasks,
Future Pathways
Possible opportunities available after Year 12:
- University Degrees in Business,
- Finance, Marketing,
- Public Relations,
- IT and Education,
- TAFE Certificates and Diplomas in Business,
- Administrative Officer.

Contact People
Jodi Hancock
Head of Department – Humanities
CHEMISTRY

Introduction
Chemistry involves an exciting, dynamic and engaging study of the matter of which the universe is made, from investigating particles in a far-off supernova to the intricacy of mapping the human genome.
It aims to develop:
- confidence to move forward into a future of new discoveries, accelerating technologies and increasingly complex human issues,
- a capacity to work as part of a team engaging in co-operative activity,
- logical, creative and reflective thinking processes.

Entry Guidelines
All students are eligible to select Chemistry in Years 11 and 12, however, students who have grades of a High Achievement in The Physical World and/or Science Investigations, and Maths and at least Sound Achievement in English would be most suited to the course.

Course Outline
Students will have the opportunity to experience hands on Science in the following areas:

<table>
<thead>
<tr>
<th>Alchemy to Chemistry</th>
<th>Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Alcohol Production</td>
</tr>
<tr>
<td>Fuel and Enthalpy</td>
<td>Forensic Analysis</td>
</tr>
<tr>
<td>Energy and Gases</td>
<td>Electrochemistry</td>
</tr>
</tbody>
</table>

Course Requirements
Textbooks (provided by the Shared Resources Scheme)
Heinemann Chemistry: A Contextual Approach (Text - $74.25, Lab manual - $37.40)

Other Requirements - handouts/booklets/additional exercises will be supplied by school,
- for Occupational Health and Safety reasons closed in leather shoes and safety glasses are mandatory for all Science lessons.

Excursions - a variety of different excursions occur throughout the subject and assessment components relate to them.

Assessment
Judgement of student achievement will be derived from information gathered using a variety of tasks. The three categories of assessment tasks are:
- extended experimental investigations (EEI),
- extended response tasks (ERT),
- supervised assessment (SA).

Future Pathways
This course is designed to cater for those students who are interested in:
- a career in Science, Pharmacy, teaching Science or associated fields such as Alcohol Production, Food Processing and Medicine, Engineering.
- Science students who wish to use this subject towards their Overall Position score,
- a career in Science and Engineering.

Subject Changes
Students are only able to change into this subject at the start of Semester 1 Year 11 and Semester 2 Year 11. Any other changes will occur only after negotiation with the Head of Department.

Contact Person
Jessica Ragg
Acting Head of Department - Science
**DRAMA - Subject Fee per Year $60.00**

**Rationale**
Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences. Drama engages people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of forming, presenting, and responding.

**Course Outline**

<table>
<thead>
<tr>
<th>Year 11 Drama</th>
<th>Year 12 Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Realism, Naturalism - Stanislavski</td>
<td>▪ Commedia Dell’Arte</td>
</tr>
<tr>
<td>▪ Live Theatre Review (floating)</td>
<td>▪ Live Theatre Review (floating)</td>
</tr>
<tr>
<td>▪ Physical Theatre</td>
<td>▪ Greek Theatre</td>
</tr>
<tr>
<td></td>
<td>▪ Contemporary</td>
</tr>
</tbody>
</table>

**Entry Requirements**
This course is strongly recommended for students who have studied Drama in Years 9 and 10 and achieved at least a Sound Achievement.

It is also suggested that students undertaking Senior Drama, should have gained at least a Sound Achievement in Year 10 English.

**Course Requirements**
Students require a notebook for in class notes and a plastic folder for handouts. Students need to wear appropriate uniform for practical activities.

Textbooks / Plays (provided by the Shared Resources Scheme) - there are no required textbooks.

**Subject Levy** – $60 per year

**Uniform** - students are required to have a standard costume for all presenting tasks throughout senior. This consists of long black pants/tights and a Flagstone State Community College Performing Arts Polo (available from uniform shop).

**Assessment**
Assessment is based on developing the student’s skills in three key areas of:
▪ Forming
▪ Presenting
▪ Responding

A variety of group and individual assessment techniques will be employed. There will be 6 assignments per year in varied forms such as:
▪ performances,
▪ extended analysis,
▪ directorial statements,
▪ scriptwriting,
▪ oral seminar,
▪ reviews of live performance work and more.

**Course Production**
In Term 3 of Grade 12 students will be assessed on a course production. This is where students, stage, light, produce and perform in a professional standard show. This is a culmination of their 5 years of study within Drama and is a compulsory performance piece within the course of study. Within this unit students are expected rehearse outside of school hours one afternoon a week, including some Sundays to put the production together.

**Future Pathways**
**Towards Tertiary** - any students considering studying Drama at university or through TAFE should be undertaking Senior Drama. Note that the entrance into many theatre and drama courses at university requires an audition and submission of an application during Year 12.
<table>
<thead>
<tr>
<th>University</th>
<th>TAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bachelor of Theatre Studies</td>
<td>• Certificate in Arts</td>
</tr>
<tr>
<td>• Bachelor of Education (Drama teaching)</td>
<td>• Advance Diploma of Performing Arts</td>
</tr>
<tr>
<td>• Bachelor of Arts</td>
<td>• Arts and Technology</td>
</tr>
<tr>
<td>• Bachelor of Creative Arts</td>
<td>• Multiskilled Performance Techniques</td>
</tr>
<tr>
<td>• Bachelor of Creative Industries</td>
<td>• Certificate in Entertainment (specializing in</td>
</tr>
<tr>
<td>• Creative Studies Certificate</td>
<td>props, lighting, sound, costume, makeup or</td>
</tr>
<tr>
<td>• Theatre Certificate</td>
<td>front of house)</td>
</tr>
<tr>
<td>• Applied Theatre Studies Certificate</td>
<td>• Diploma or Certificate of Screen</td>
</tr>
</tbody>
</table>

**Towards Employment and Life Skills** - Actor, Costume Designer, Producer, Production Manager, Director, Backstage Crew, Stage Manager, Make Up Artist, Lighting Designer, Sound Designer, Choreographer, Public Relations, Playwright, Costume Designer, Set Designer, Teacher, Promotions Officer and much more.

**Contact Person**

Lisa Callaghan
Acting Head of Department – Creative Arts
ENGLISH

Rationale
At senior level, English involves the study of language to build understanding of the relationships among texts, language and literacies and how they make meaning in different contexts.

By studying texts, by learning and using language, students develop their capacities as literate members of Australian and global communities to participate actively in the worlds of work, study and leisure among other human pursuits.

Aims
A course of study in Senior English aims to develop students’:
- knowledge of the relationship between language and culture,
- awareness of the flexibility, diversity and dynamism of language,
- understanding, appreciation and enjoyment of language and its uses in texts,
- creative and critical engagement with texts, to explore the students’ world and worlds beyond their own,
- ability to reflect on the ways language is used in a wide range of cultural contexts and social situations to shape meanings,
- ability to use language appropriately, effectively, purposefully, aesthetically and critically to participate in communities and cultures, as well as to think, write and speak about texts,
- participation in the diversity of Australian cultures and contribution to their enrichment,
- participation in life-long learning as active citizens shaping the future.

Entry Guidelines
The recommended pre-requisite for English in Year 11 is at least a Sound Achievement in Year 10 English.

Course Outline
There are two semester based units in Year 11:
- ‘I am, You are, We are Australian’,
- Reality: What Is Real?

There are two semester based units in Year 12:
- How Tall is that Ghost John? (Shakespeare),
- The Hero vs the Anti-Hero.

Students will engage with a wide variety of literary, mass media and everyday texts. As they study the increasingly demanding texts that Senior English requires, students write, speak or sign, view, listen, and think critically.

Course Requirements
Textbooks (provided by the Shared Resources Scheme)

<table>
<thead>
<tr>
<th>Text</th>
<th>Cost</th>
<th>Supplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>$33.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Thesaurus</td>
<td>$36.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Handling Language 2</td>
<td>$31.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Literary Terms</td>
<td>$35.00</td>
<td>York Education</td>
</tr>
<tr>
<td>Appreciating Poetry</td>
<td>$35.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Australian Poetry</td>
<td>$35.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Hamlet</td>
<td>$23.95</td>
<td>York Education</td>
</tr>
<tr>
<td>To Kill a Mocking Bird</td>
<td>$23.95</td>
<td>York Education</td>
</tr>
<tr>
<td>EQ3</td>
<td>$50.95</td>
<td>York Education</td>
</tr>
<tr>
<td>EQ4</td>
<td>$50.95</td>
<td>York Education</td>
</tr>
<tr>
<td>English Outcomes 3</td>
<td>$45.00</td>
<td>York Education</td>
</tr>
<tr>
<td>English Outcomes 4</td>
<td>$45.00</td>
<td>York Education</td>
</tr>
<tr>
<td>Brave New World</td>
<td>$21.95</td>
<td>York Education</td>
</tr>
<tr>
<td>One of the following: TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Divine Wind</td>
<td>$16.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Through My Eyes</td>
<td>$29.95</td>
<td>York Education</td>
</tr>
<tr>
<td>My Life</td>
<td>$30.00</td>
<td>York Education</td>
</tr>
<tr>
<td>A Fortunate Life</td>
<td>$24.95</td>
<td>York Education</td>
</tr>
<tr>
<td>My Place</td>
<td>$26.95</td>
<td>York Education</td>
</tr>
</tbody>
</table>
Subject Levy - Nil.
Stationery - A4 book, 1 x display book, writing equipment, potential Viewing of Arts Council Performance $7.00 - $10.00.

Other Requirements - handouts/booklets/additional exercises will be supplied by school.

<table>
<thead>
<tr>
<th>DVD</th>
<th>Cost</th>
<th>Supplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Story (DVD series)</td>
<td>$28.95</td>
<td>EZY DVD</td>
</tr>
<tr>
<td><strong>Two of the following: TBA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallipoli</td>
<td>$18.83</td>
<td>EZY DVD</td>
</tr>
<tr>
<td>Strictly Ballroom</td>
<td>$14.92</td>
<td>EZY DVD</td>
</tr>
<tr>
<td>The Castle</td>
<td>$29.83</td>
<td>EZY DVD</td>
</tr>
<tr>
<td><strong>One of the following: TBA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond Borders</td>
<td>$19.95</td>
<td>EZY DVD</td>
</tr>
<tr>
<td>Spiderman/Batman</td>
<td>$15.95</td>
<td>EZY DVD</td>
</tr>
<tr>
<td>Hamlet – Minimum of two different versions</td>
<td>$19.95 each</td>
<td>EZY DVD</td>
</tr>
<tr>
<td>The Matrix</td>
<td>$19.95</td>
<td>EZY DVD</td>
</tr>
</tbody>
</table>

Assessment
There are six assessment items throughout the year for both 11 and 12. Some of these may include:
- multimedia presentation,
- mini-lecture,
- analytical essay,
- feature article,
- epistolary narrative,
- group discussion,
- analytical and discussion essay under exam conditions.

Written tasks range from 600 – 1000 words and spoken tasks range in length from 4 - 10 minutes (over the course of Year 11 & 12).

Towards Tertiary/TAFE - A Sound Achievement at the exit of Senior English studied over four semesters is a prerequisite for many tertiary courses (University and TAFE). Also, a Sound Achievement at the exit of Senior English will gain entry into the Defence Forces.

Contact Person
Michaela Simmonds
Head of Department - English
INFORMATION TECHNOLOGY SYSTEMS

Rationale

Information technology (IT) is an area characterised by frequent and rapid change. It represents particular challenges for Australian society, especially the need to respond to emerging technologies and trends. The subject Information Technology Systems (ITS) involves use of variety of technologies to manipulate and share information in various forms – text, graphics, sound and video – and a range of devices used to perform these functions. These systems support the development of information, such as documents, websites, to those supporting technology, such as computers or networks.

Aims

Information Technology Systems is a course of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises a problem identification and solution through a project development model focusing complex problem-solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication, and the consideration of the social and ethical issues related to their studies.

Entry Requirements

There are no prerequisites to enrol in this subject; however, it is highly recommended that students be enrolled in English Authority. For best chance of success in this subject, students should receive a B on their Year 10 report cards for English.

Course Outline

Information Technology Systems has a practical approach and a significant emphasis on problem-solving through the project development model of design, develop and evaluate. The course comprises of both practical and theoretical components:

- Semester 1 – Graphic Design
- Semester 2 – Animation
- Semester 3 – Game/App Design
- Semester 4 – Video and Audio Production

Assessment

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. Assessment techniques may include written tasks, projects, exams, and multimodal presentations.

Future Pathways

At present, information Technology Systems is not a prerequisite subject for any tertiary course, however, the skills developed would be beneficial for students pursuing a variety of tertiary courses especially in the Information Technology and Multimedia field.

Contact Person

Douglas McDougall
ITS Teacher

Kerenza Ortlipp
Head of Department - eLearning
**JAPANESE (run as a composite class)**

**Rationale**
Languages other than English are a means of communicating across cultures and promoting socio-cultural understanding and competence. Languages prepare learners for meaningful, productive lives in culturally diverse societies.

**Entry Guidelines**
In order to undertake Japanese in Years 11 & 12 it is highly recommended students have completed Japanese in Years 9 & 10. Students require a thorough knowledge of:
- Hiragana and Katakana,
- Basic Kanji and vocabulary taught in Years 9 & 10.

Students undertaking Senior Japanese without any prior knowledge need to consult the Head of Department first before choosing it. A passion for learning a second language and willingness to work hard to reach the standard expected in senior is required.

**Course Outline**
Students need a wide experience of Japanese to develop their ability to communicate in both the context of Australia and Japan. In order to achieve this goal, the following themes are covered throughout the Senior Japanese course:
- family and community,
- leisure, recreation and human creativity,
- school and post school options,
- social issues.

Different topics within these themes will be studied, with each unit lasting from 3 – 6 weeks.

**Course Requirements**
Beyond the basic stationery requirements students studying Japanese will need:
- A4 plastic sleeve folder,
- 128 page notebook.
- Grid book

Students will also require the following texts which are provided to members of the College Shared Resources Scheme:

**Textbooks** (provided by the Shared Resources Scheme)
- Mirai 5 & 6 textbook (Longman) - Recommended Retail - $45.00 each
- Mirai 5 & 6 Activity book (Longman) - Recommended Retail - $30.00 each
- Japanese–English Dictionary (Random House) - Recommended Retail - $17.00
- Japanese Kanji Dictionary – Recommended Retail - $30.00
- Unit booklets (school produced- one per term) - $5.00 each.

**Excursions**
In 2018, students will have the opportunity to visit Japan. If numbers are restricted, preference will be given to students currently studying Japanese. Usually there is at least one Japanese excursion throughout the school year. Possible excursion activities include visits to the Japanese Consulate, Japanese restaurants, cultural performances, movies and karaoke. The general cost of an excursion is usually no more than $40.

**Assessment**
Students will be assessed within the 4 macro-skill areas – listening, speaking, reading and writing. During each semester, students will be expected to complete a maximum of 6 items of assessment. In conjunction with formal assessment, students will be expected to complete approximately 1½ hours of homework each week. Regular completion of homework is essential in this subject as it builds upon work completed in class and is directly linked to the skills that will be assessed at the end of each term. Furthermore, homework and class activities form the basis of anecdotal records, which can also impact on a student’s level of achievement.

**Future Pathways**
Students of Japanese have the opportunity to develop language skills, which will enhance their career prospects. Japan provides Australia with one of its largest overseas market and opportunities in commerce, technology, law, health care, international affairs, tourism and education. Career pathways in these fields are available to students who have a knowledge and understanding of Japanese language and culture. The range of job opportunities is constantly expanding with the established trade and business links between Australia and Japan and knowledge of the Japanese language will establish a career advantage for young Queenslanders.

**Contact Person**
Renae Duffy
Japanese Subject Coordinator
LEGAL STUDIES

Rationale
Legal Studies focuses on legal awareness. The subject has been designed for students who, whatever their post-school destinations, wish to develop understandings, skills, abilities and attitudes about legal situations and issues. Students should develop a basic understanding of the operation of our legal system in order to understand the interplay of law in society. Legal Studies provides students with basic legal knowledge and awareness of the range of regulatory laws (rules).

In Senior Legal Studies, students examine the nature and functions of our legal system, the processes of law making and its implementation, especially in relation to issues and situations that are likely to have an impact on their daily lives.

Aims
Students should develop:
- an ability to recognise common social situations which have legal implications for their daily lives,
- awareness of their legal rights and responsibilities,
- understanding of the processes, operations and structure of our legal system so that they may be more informed and responsible members of the community in which they live,
- an understanding that law, legal processes and legal issues have changed over time.

Entry Requirements
It is HIGHLY recommended that all students have achieved a Sound Achievement in English and be enrolled in SNR Authority English in order to achieve success in this subject.

Course Outline
- The course is developmental in nature and students will cover such topics as:
  - the legal system,
  - crime and society,
  - civil obligations (negligence, defamation)
  - Year 11 – contract law,
  - renting and buying,
  - rights and responsibilities,
  - the role of law in society,
  - jobs,
  - family - how does the law recognise and regulate family relationships?
  - technology - how does the law keep pace with technological developments?

Course Requirements
Textbooks (provided by the Shared Resources Scheme)
Legal Studies for Queensland $59.40

Other Requirements - A4 Notebook (SINGLE SUBJECT ONLY)
Display Folder for handouts
4 small notebooks – Journal
handouts/booklets/additional exercises will be supplied by school
USB

Excursions - to allow students first hand experience the Senior Legal Studies students will participate in mandatory field trips to the Brisbane Law Courts. Students will attend up to two trips per semester at the approximate cost of $15.00 per trip.

Assessment
Students will be assessed using a variety of techniques including:
- short-answer tests,
- assignments,
- practical exercises,
- seminar and media presentations,
- reports on field experiences.

Future Pathways
This course is not intended to be a prerequisite for entry into tertiary law nor is it intended to provide a formal legal education at the level achieved by tertiary law. However, it is believed that students aiming to study law will be advantaged by participating in this subject.
Subject Changes

Students are only able to change into this subject at the start of **Semester 1 Year 11 and Semester 2 Year 11**. Any other changes will occur only after negotiation with the Head of Department.

Contact Person

Jodi Hancock
Head of Department - Humanities
MATHEMATICS A

Rationale
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing world. The College’s Mathematics programmes are designed to enable students to use Mathematics effectively to meet the general demands of life at home, in paid work and for participation in community and civic life.

Aims
Mathematics A concentrates on the skills needed to make mathematical decisions which affect students’ everyday lives. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study. The study of Mathematics A will emphasise the development of positive attitudes towards a student’s involvement in Mathematics. This development is encouraged by problem solving and applications, working systematically and logically and communicating with and about Mathematics.

Entry Requirements
Students who select Mathematics A MUST have achieved at least a C Grade in Year 10 Level 2 Mathematics. Students who study Mathematics A may not concurrently study either Mathematics B or Mathematics C. Mathematics A requires a high level of commitment from students if they are to succeed. Home study will involve a minimum of two and a half hours per week.

Course Outline
Mathematics A consists of core topics and an elective topic.

The core topics are:
- managing money I and 2 - bank interest, credit card, loans and foreign exchange, taxation, budgeting investments,
- elements of applied geometry – simple trigonometry, areas and volume, latitude, longitude and time zones,
- data collection and presentation – graphic and tabular presentations, simple methods for describing and summarising data,
- linking in two and three dimensions – scale drawing and plans, estimation of quantities and costing,
- maps and compasses involving land measurement partial use of a variety of maps, compass bearings, orienteering, site plans,
- exploring and understanding data - summary statistics, simple probability, interpreting reports in the media.

The elective topic will be Networks & Queuing.

Course Requirements
Students will require a separate textbook for each year and stationery as listed under the mandatory stationery requirements for Years 11 and 12. The textbooks are available from the College under the Shared Resource Scheme.

Textbooks (provided by the Shared Resources Scheme)
- New Q Maths 11A, Brodie and Swift. Cost $55.00.
- New Q Maths 12A, Brodie and Swift. Cost $55.00.

Stationery - students will require standard stationery and equipment such as ruler, protractor, scientific calculator, exercise books and graph paper as laid out in the mandatory stationery requirements for Years 10 and 11.

Other Requirements - handouts/booklets/additional exercises will be supplied by school.

Assessment
Assessment each semester will take the form of:
- mid semester and end of semester tests,
- one investigation/research assignment.

A student’s EXIT Level of Achievement is determined from Year 12 assessment only.

Note
Mathematics A is useful for many careers and courses but cannot be used as a replacement for Mathematics B when Mathematics B is specified as essential.

Contact Person
David Wilderspin
Head of Department - Mathematics
MATHEMATICS B

Rationale
Mathematics is an integral part of a general education, and enhances both an understanding of the world and the quality of participation in a rapidly changing society. The College’s Mathematics programmes are designed to enable students to use Mathematics effectively to meet the general demands of life at home, in paid work and for participation in community and civic life.

Aims
In Mathematics B, mathematical skills are developed which form the basis for further study in Mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences but also as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management. Modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the worlds social, biological and physical environment.

Mathematics B is designed to raise the student’s competence in and confidence with mathematics needed to make informed decisions to ensure scientific literacy and to function in a technological and digitally skilled workforce.

Entry Requirements
Students who select Mathematics B must have gained at least a B grade in Year 10 Accelerated Mathematics (10A Course).
Students who enrol in Mathematics B may also enrol in Mathematics C.
Mathematics B requires a high level of commitment from students if they are to succeed. Home study will involve a minimum of 3 hours per week.

Course Outline
The topics to be studied are:
- introduction to functions,
- rates of change,
- exponential and logarithmic functions and applications,
- optimisation using derivatives,
- introduction to integration,
- applied statistical analysis.

Course Requirements
Students will require a separate textbook for each year, a graphics calculator and stationery as listed under the mandatory stationery requirements for Years 11 and 12. The textbooks and graphics calculator are available from the College under the Shared Resource Scheme.

Textbooks (provided by the Shared Resources Scheme)
- New Q Maths 11B, Brodie and Swift. Cost $55.00.
- New Q Maths 12B, Brodie and Swift. Cost $55.00.

Graphics Calculator (provided by the shared resources scheme) - Texas Instruments TI-84 Plus. Approximate cost $180.00 (inc. GST).

Stationery - students will require standard stationery and equipment such as ruler, protractor, scientific calculator, exercise books and graph paper as laid out in the mandatory stationery requirements for Years 10 and 11.

Other Requirements - handouts/booklets/additional exercises will be supplied by school.

Assessment
Assessment each semester will take the form of:
- mid semester and end of semester tests,
- one investigation/research assignment.

Note
Students will be required to use computer software and/or graphing calculators to complete assessment items. Assessment in Year 11 is formative. A student’s EXIT Level of Achievement is determined from Year 12 assessment only. Sound Achievement in Mathematics B at exit after four semesters is a prerequisite or assumed for many tertiary courses including Engineering, most Science, Applied Science, Health Science and Science related courses, Pharmacy, Information Processing and Technology, some Business, Finance and Commerce Courses.

Students and their parents are advised to refer to the Tertiary Admission Centre Publication Tertiary Prerequisites for 2012 which Year 10 students receive in term three. Alternatively, the Guidance Officer may be contacted for information on University pre-requisites.

Contact Person
David Wilderspin
Head of Department- Mathematics
MATHEMATICS C (run as a composite class)

Rationale
Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to many major scientific technological advances. The College's Mathematics programmes are designed to enable students to use Mathematics effectively to meet the general demands of life at home, in paid work and for participation in community and civic life.

Aims
Mathematics C provides students with the opportunity to develop their mathematical potential and extend the knowledge acquired in Mathematics B. The additional rigour and structure will provide an excellent preparation for tertiary courses.

Students considering Mathematics C should:
- have selected Mathematics B and be academically competent,
- be considering tertiary courses which suggest Mathematics C as an optional, alternative, beneficial, or mandatory entry requirement.

Entry Requirements
Students who select Mathematics C MUST have gained a B in Year 10 Accelerated Mathematic (10A Course).
Students who select Mathematics C MUST also select Mathematics B and cannot be enrolled in Mathematics A.

Course Outline
Mathematics C includes the concepts and application of matrices, vectors, complex numbers, structures and patterns, and the practical power of calculus. As well as optional units which may include dynamics, statistics, numerical methods, exponential and logarithmic functions, number theory. It provides and opportunity for students to develop:
- knowledge, procedures and skills in mathematics,
- mathematical modelling and problem-solving strategies,
- the capacity to justify and communicate in a variety of forms.

Mathematics C requires a high level of commitment from students if they are to succeed. Home study will involve a minimum of 3 hours per week.

Course Requirements
Students will require a separate textbook for each year, a graphics calculator and stationery as listed under the mandatory stationery requirements for Years 11 and 12. Since Mathematics B is a co-requisite for Mathematics C the same calculator is used for both subjects. The textbooks and graphics calculator are available from the College under the Shared Resource Scheme.

Textbooks (provided by the Shared Resources Scheme)
- New Q Maths 11C, Brodie and Swift. Cost $55.00.
- New Q Maths 12C, Brodie and Swift. Cost $55.00.

Graphics Calculator (provided by the shared resources scheme) - Texas Instruments TI-84 Plus. Approximate cost $180.00 (inc. GST)

Stationery - students will require standard stationery and equipment such as ruler, protractor, scientific calculator, exercise books and graph paper as laid out in the mandatory stationery requirements for Years 10 and 11.

Other Requirements - handouts/booklets/additional exercises will be supplied by school.

Assessment
Each semester unit will involve two formal written tests and one assignment.
Students will be required to use computer software or graphing calculators to complete assessment items. Assessment in Year 11 is formative.

A student’s EXIT Level of Achievement is determined from Year 12 assessment only.

Subject Changes
Students are only able to change into this subject at the start of Semester 1 Year 11 and Semester 2 Year 11. Any other changes will occur only after negotiation with the Head of Department.

Contact Person
David Wilderspin
Head of Department – Mathematics
MODERN HISTORY

Aims
Modern History is a study of significant events in civilisation during the 20th Century and how the resulting consequences of these occurrences have shaped our modern world in the 21st Century. Through a study of History, it is aimed to develop an understanding and appreciation of the human race, man, our relationships with each other and his relationship with others. It is worthwhile to understand the world we live in and topics are not studied in isolation, but rather are related, at all times, to present day events. Through studying selected topics, it is envisaged that students can become more aware citizens with the ability to make rational decisions on significant issues. Study skills, research skills and writing skills are developed as an important part of the course with the overall outcome being that students can evaluate present developments in the eyes of the past and apply their learnings to current events. Essay writing and research work, leading to assignments and discussion are important aspects of the course.

Entry Requirements
It is HIGHLY recommended that you have attained a Sound Achievement in Year 10 History and English in order for success to be achieved in this subject.

Workload
Class time of 3.5 hours each week is allocated and class time is allocated to research, complete assignments and study for exams. The majority of work is completed during school days. Home study is a necessary requirement for unit revision, daily homework and assignment writing.

Course Outline
- Study of Conflict
  - Arab/Saudi conflict
  - Anglo-Irish conflict
  - Iraq War
- Cold War
- Asia and Australia in World Affairs (eg Vietnam)
- Imperialism and Racism
  - Apartheid
  - White Australia Policy
- History of Ideas
  - Fundamentalism
  - Terrorism
- The World Post 9/11
- UN – Studies of Cooperation

Course Requirements
Textbooks (provided by the Shared Resources Scheme)
- Turning Points $46.20
- Flashpoints $53.35
- Nelson History $50.50
- Global Voices $50.95
- History Zone $57.20
- Year 11 Dossier of Readings
- Year 12 Dossier of Readings

Stationery
- A4 Notebook (SINGLE SUBJECT ONLY)
- Display Book for handouts/work sheets
- 3 x 64 notebooks for reflective journals
- USB

Other Requirements
- handouts/booklets/additional exercises will be supplied by school.

Assessment
A selection of the following assessment items could be given in each semester:
- short answer test,
- document test,
- research assignment,
- essay test.

Future Pathways
Modern History is a very useful subject for those considering careers in Teaching, Journalism, Law, Media Studies, Psychology and Social Work. The study of a Social Science such as Modern History is useful in developing an understanding of our world events. The skills relating to writing and research are vital in coping with many university courses. Skills include:
- employment and life skills,
- research & organising skills,
- oral & written skills,
- problem-solving, planning and decision-making skills,
- information processing skills.
Subject Changes

Students are only able to change into this subject at the start of **Semester 1 Year 11 and Semester 2 Year 11**. Any other changes will occur only after negotiation with the Head of Department.

Contact Person

Jodi Hancock
Head of Department - Humanities
PHYSICAL EDUCATION

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Entry Guidelines
Students who have achieved a High Achievement (B) in Health and Physical Education in Year 10 and a Sound Achievement in English would be most suited to the course. Before selecting this subject students should consider the following:

- do I have the written and spoken communication skills to express myself?
- am I interested in the social, historical and cultural aspects of physical activities?
- am I interested in developing skills and abilities in a range of physical activities?
- am I prepared to apply myself in class?
- can I commit to 4-5 hours of study per week just for this subject?

Course Outline
Senior Physical Education is based on subject matter from two components – both of equal weighting.

Four chosen physical activities from at least three of the following categories:
- Volleyball,
- Badminton,
- Golf,
- Basketball.

Three focus areas:
- learning physical skills,
- processes and effects of training and exercise,
- Equity and access to sport, physical activity and exercise in the context of Australian Society.

Course Requirements
Textbooks (provided by the Shared Resources Scheme) Queensland Senior Physical Education - $58.95
Uniform Requirements - students will need to wear full sports uniform and appropriate footwear.
Other Requirements - There is a compulsory excursion each year and is costed at $30.

Assessment
Judgement of student achievement will be derived from information gathered in the general objectives of acquiring, applying and evaluating; the three focus areas; and the four physical activities selected. This information will be gathered from a variety of tasks from a balance of the following assessment types:

Assessment Requirements:
- Reports – Year 11 - 800 words, year 12 – 100-1500 words
- Multimodal presentation – 3-8 mins
- Exam essay – Year 11 – 500-700 words, Year 12 - 600-800 words
- practical performance.

Future Pathways
Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as:
- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sport journalism
- sport psychology and coaching
- athlete conditioning and management
- personal training
- primary, middle and senior school teaching.

Contact Person
Sulata Pop
Head of Department - Physical Education & Sport
PHYSICS

Introduction
Physics involves students as rational and creative thinkers, engaged in acquisition of knowledge and the development of understanding of physical aspects of their world through processes of scientific investigation in contexts. It aims to develop:
- an appreciation of the usefulness of physics in explaining natural phenomena,
- responsible decision-makers,
- discussion about logical relationships, deductions and consequences of scientific ideas.

Entry Guidelines
It is highly recommended that students have grades of a High Achievement in The Physical Science and/or Science Investigations and Maths, and at least a Sound Achievement in English would be most suited to the course. Students must also be aware of the fact that the level of Maths required in Physics is that of the Senior Maths B level or above.

Course Outline
Students will have the opportunity to experience hands on science in the following areas:

<table>
<thead>
<tr>
<th>Electricity</th>
<th>Electromagnetism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Vectors</td>
<td>Physics in Medicine</td>
</tr>
<tr>
<td>Optics</td>
<td>Space</td>
</tr>
<tr>
<td>Motions – Amusement Parks</td>
<td>Quantum Physics</td>
</tr>
</tbody>
</table>

Course Requirements
Textbooks (provided by the Shared Resources Scheme)
Heinemann Physics 1.

Other Requirements - handouts/booklets/additional exercises will be supplied by school,
- for Occupational Health and Safety reasons closed in leather shoes are mandatory for all Science lessons.

Excursions - a variety of different excursions occur throughout the subject and assessment components relate to them.

Assessment
Judgement of student achievement will be derived from information gathered from a variety of tasks. The three focus areas are:
- extended experimental investigations,
- extended response tasks,
- written tasks.

Future Pathways
This course is designed to cater for those students who are interested in:
- careers in Science, Engineering, teaching Science or associated fields such as Radiography, Computing and Medicine.

Subject Changes
Students are only able to change into this subject at the start of Semester 1 Year 11 and Semester 2 Year 11. Any other changes will occur only after negotiation with the Head of Department.

Contact Person
Jessica Ragg
Acting Head of Department - Science
Authority Registered Subjects
ENGLISH COMMUNICATIONS

Rationale
Effective communication is important in a rapidly changing society. New technologies and the restructured workplace require students to focus on different ways of communicating in preparation for lifelong learning.

The English Communications Course encourages students to focus on the understanding and use of the process of communication. Throughout the program of study, students develop the communication skills that enable them to function effectively in the contexts of work, community and leisure.

Aims
The English Communications course aims to assist students to use language to comprehend and compose in a wide range of print, spoken, visual and multimedia texts in a range of contexts.

One overarching aim of the course is to assist students in their preparedness for the world of work by explicitly and implicitly teaching them vital skills and competencies they will require to secure and maintain a job.

Entry Guidelines
This is an Authority Registered subject and will not count towards an O.P. Students should consider this subject if:

- they have no intention of further study at University, TAFE or Defence Forces.

Course Outline
There are four (4) topics studied in Year 11:
- The Workforce,
- Youth Leisure (magazine),
- Active Citizenship,
- Let’s Travel.

There are four (4) topics studied in Year 12:
- My Business Rules,
- Novel Study,
- Life after School,
- School’s Out!

Course Requirements:

Textbooks (provided by the Shared Resources Scheme)

<table>
<thead>
<tr>
<th>Text</th>
<th>Cost</th>
<th>Supplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>$33.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Thesaurus</td>
<td>$36.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Handling Language 2</td>
<td>$31.95</td>
<td>York Education</td>
</tr>
<tr>
<td>Magazines</td>
<td>$8.00</td>
<td>York Education</td>
</tr>
<tr>
<td>EQ2</td>
<td>$50.95</td>
<td>York Education</td>
</tr>
<tr>
<td>The Never Boys</td>
<td>$29.95</td>
<td>York Education</td>
</tr>
</tbody>
</table>

Stationery: A4 book, ring binder, plastic pockets, writing equipment, 2 x Display books, stationery and items for displays eg cardboard.

Other Requirements - handouts/booklets/additional exercises will be supplied by school.

Potential viewing of Arts Council Performance $7.00 - $10.00.

Assessment
A wide range of tasks is used to determine a student's level of achievement. Assessment techniques may include:

- spoken presentations,
- magazine,
- project proposals,
- character analysis,
- new reports,
- formal letters, and
- display presentations.
Towards Tertiary/TAFE

A Sound Achievement at the exit of Senior English, studied over four semesters, is a pre-requisite for many tertiary courses (University and TAFE). Also, a Sound Achievement at the exit of Senior English will gain entry into the Defence Forces.

Please note that this course will appear on the Senior Certificate; however, it will **NOT** count towards an OP score.

English Communication is also not recognised by the Defence Force as a pass in English (which is an entry requirement). If students want general or trade entry into the forces, they can still elect English Communication in Senior and gain entry.

Contact Person

Michaela Simmonds
Head of Department - English
HOSPITALITY PRACTICES – Subject Fee per Year $90.00

Rationale
Hospitality Practices provides students with the opportunity to develop skills related to the Hospitality and Catering Industries. The subject is registered with the Board of Senior Secondary School Studies and provides a practical focus to education, incorporating a common understanding of kitchen practices and industry perspectives. It will allow students to become efficient in the use of resources and familiar with facilities within the Hospitality Industries.

Aims
This subject is an Authority Registered subject, from which students may gain four credit points towards their QCE, but it does not contribute to an OP or Vocational competencies. The subject area syllabus in Hospitality Practices has been developed as a two-year course of study for students in Years 11 and 12.

Study of Hospitality Practices will assist students to develop:
- Knowledge, practical skills and abilities essential for the hospitality industry.
- Safe, hygienic, ethical and responsible attitudes and work practices.
- Basic skills such as knife skills, food processor cooking, use of blenders in soups, sweets and drinks, using a deep fryer are honed to greater efficiency
- Presentation of the finished product
- Interpersonal and communication skills in the hospitality industry (both colleagues and customers)
- Workplace health and safety issues in the hospitality industry

Entry requirements
Junior Home Economics is not essential. However the student must have basic cookery skills in order to succeed. Students need to have a sound command of English.

Course Outline

Year 11
Introduction to the Hospitality Industry, Health, safety and hygiene, Preparation and services of food and beverages, Cafes and kiosk operations, Menu planning, Workplace safety and security, Cultural awareness, Kitchen skills, Catering.

Course Requirements
Subject Levy – a yearly cost for food consumed by students $ 90.

Year 12
Cafes, Restaurants, Fast food establishments, Celebratory meals, Cultural influences, Menu planning, Interpersonal skills, Kitchen organisation, Catering.

Course Requirements
Subject Levy – a yearly cost for food consumed by students $ 90.

Assessment
Research tasks, independent practical tasks, continuous practical work, oral presentations and theoretical and practical exams.

Assessment is based on individual knowledge, application of that knowledge, and student’s evaluation of plans and industry practices and practical skills used in an everyday work ethic.

Study Requirements
Hospitality Practices is a subject which requires regular revision in order to pass tests. Students are expected to complete homework, exercises and all research assignments.

Future Employment
Hospitality Practices may lead into any facet of the Hospitality Industry, providing the student meets the entry requirements of the particular industry.

Future Career Examples
- Baker
- Butcher
- Caterer Chef
- Confectioner Cook
- Events coordinator
- Hotel/motel front office clerk
- Waiter/food and beverage attendant
- Functions coordinator
- Food technologist

Contact Person
Jeff Ludlow
Head of Department - Technology
INDUSTRIAL TECHNOLOGY STUDIES – Subject Fee per Year $90.00

Rationale
This area of study seeks to develop practical knowledge and skills that might apply in an industrial environment. Activities in such situations include manufacture, maintenance and repair in a variety of manufacturing disciplines. The industrial environment encompasses many sections throughout our society that provide potential employment opportunities. Students in this subject will not attain a Certificate level qualification, however, they will have the opportunity to achieve some individual units that are core elements of Certificates in Automotive Studies, Building and Construction, Engineering and Plastics studies that will be recognised on their Certificate of Education.

Aims
This subject is designed to provide students with a broad base of practical and technical skills in vocational disciplines. The primary focus is on providing a skills and knowledge base in key elements of the four industry strands, enabling a student to develop an interest in further training opportunities. Students unable to access certificate studies should have the opportunity to develop skills and support vocational learning. Skills learnt may also play a valuable role in life “around the house” or “leisure/hobby pursuits”.

Entry Requirements
No specific entry requirements exist, however, student attitude, class behaviour, safety management, interest and work ethic will be taken into account, as Safety is a major consideration.

Course Outline
The Practical Application Studies is based on student demonstration of Knowledge & understanding, Applied processes, Practical skills, and Attitudes & values. These units of work are selected from the Certificate 1 Strands in Automotive, Building and Construction, Engineering and Plastics Studies. This course has six core competencies, in Occupational Health and Safety, workplace communication measurement and calculation, theory processes, working in teams and problem solving. These mandatory core competencies aim to introduce industry practice and orientation as an integrated practical approach over the two years of study. Each student is expected to engage in a series of tasks that have been designed to give them a wide range of underpinning industry relevant skill and knowledge.

Course Requirements
Subject Levy - project material costs of $90.00 per year is required as products are manufactured for home use.
Costs - students will need to purchase an engineering safety kit (bag, welding helmet, oxy goggles, gauntlets, ear muffs and safety glasses) available from the P & C Uniform Shop. Students will also need to purchase safety boots (approximately $50.00) from safety equipment suppliers. Overalls or safe work clothing is required for most units. These safety items will also be needed for participation in industry work experience, future employment and TAFE studies.
Other Requirements - handouts/booklets/additional exercises will be supplied by the College.

Delivery and Assessment Strategy

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Delivery</th>
<th>Industrial Technology Studies (6080)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units of competency</td>
<td>Core/Elective</td>
<td>Title</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Automotive 1 – Intro Plastics / Construction</td>
<td>Thermoplastic Moulding</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Plastics 2 – Into Auto / Engineering</td>
<td>Maintenance &amp; Repair Intro Construction</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Engineering 3</td>
<td>Fabrication</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Construction 4</td>
<td>Outdoor Construction</td>
</tr>
</tbody>
</table>

Assessment
Student tasks or projects are marked on a specified criteria basis. Students must be able to prove their competence to perform the work to the industry standard and are able to follow instruction in achieving set outcomes.

Future Pathways
Students who successfully complete these semester units will have a greater understanding of employment opportunities in the related manufacturing environment.

Successful completion of this subject (ie a C) will result in the award of 4 QCE points.

Students enrolling in this subject cannot study both Cert I Engineering and Cert I in Construction as well, ie Industrial Technology Studies and CON or PAS and ENG.

Contact Person
Jeff Ludlow
Head of Department – Technology
PRE-VOCATIONAL MATHEMATICS

Aims

The course aims to assist students to develop:

- capability to a range of basic arithmetic skills such as estimation, approximation and computation; representation of spatial relationships,
- the ability to use Mathematics to assist in making informed decisions in real-life contexts,
- the ability to understand the management of their financial affairs in an informed way,
- understanding and utilisation of mathematical information which is presented in a variety of forms,
- an awareness of the diverse applications of Mathematics,
- positive attitudes to the learning and practice of Mathematics and its relationship to employment,
- the ability to relate Mathematics to employment requirements,
- an appreciation for the reasonableness of both results and conclusions.

Entry Requirements

The subject is available for any Year 10 student who does not require an OP.

Course Outline

The course comprises core units consisting of Basic Skills, Measurement and Geometry, Data Collection, Display and Interpretation, Probabilities and Statistics, Finance and Trigonometry.

A level of achievement for the subject and a listing of modules successfully completed will be shown on the Senior Certificate.

Course Requirements

Students are provided with work booklets and will require stationery as listed under the mandatory stationery requirements for Years 11 and 12. The work booklets are available from the College under the Shared Resources Scheme.

Work Booklets - the cost of work booklets for those not participating in the College’s Book Hire Scheme is $10.00 per year.

Other Requirements - students will require standard stationery and equipment such as ruler, protractor, scientific calculator, exercise books and graph paper as laid out in the mandatory stationery requirements for Years 10 and 11

Assessment

Assessment each semester will take the form of:

- tests covering the core units and option topics under the criteria Communication, Techniques and Applications and covering modules,
- ongoing assignment based projects.

A student’s EXIT Level of Achievement is determined from Year 12 assessment only.

Contact Person

David Wilderspin  
Head of Department - Mathematics
SCIENCE IN PRACTICE

Introduction
Science in Practice uses a contextualised approach, where units deliver the core through electives — ‘Science for the workplace’, ‘Resources, energy and sustainability’, ‘Health and lifestyles’, ‘Environments’, and ‘Discovery and change’. Learning experiences within units are interdisciplinary, including aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science and Physics. The objectives of the course ensure that students apply what they know and understand to plan investigations, analyse research and evaluate evidence.

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Entry Guidelines
All students are eligible to select Science in Practice in Years 11 and 12, however, those students who have grades of a Sound Achievement or higher in Science and at least Sound Achievement in English would be most suited to the course.

Course Outline
• Core topics — ‘Scientific literacy and working scientifically’, ‘Workplace health and safety’ and ‘Communication and self-management’ — and their associated concepts and ideas integrated into units of work across Semesters 1 and 2, and further developed in Semesters 3 and 4.
• Electives — at least three electives across each year of the course
• Units — four to eight units of work over the four-semester course, where units of work must:
  – have a practical nature
  – use a contextualised approach developed from one (or more) elective/s
  – include learning experiences from aspects of at least two science disciplines (Biology, Chemistry, Earth and Environmental Science or Physics)
• Field work — at least five hours of field work in each year of the course.

Students will have the opportunity to experience hands on science in the following areas:

<table>
<thead>
<tr>
<th>Forensics</th>
<th>Environmental Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microorganisms in Food and wine</td>
<td>Consumer Protection</td>
</tr>
<tr>
<td>Heat efficient houses</td>
<td>Car Science</td>
</tr>
<tr>
<td>Health and Disease</td>
<td>Drugs Uses and Abuse</td>
</tr>
</tbody>
</table>

Course Requirements
Excursions - a variety of different excursions occur throughout the subject and assessment components relate to them. One compulsory excursion included.
Other Requirements - handouts/booklets/additional exercises will be supplied by school
- Occupational Health and Safety reasons closed in leather shoes are mandatory for all Science lessons.

Assessment
Judgement of student achievement will be derived from information gathered from the four focus areas using a variety of tasks. The four focus areas are:
• Project
• Collection of works,
• Investigation
• Examination
• Extended response to stimulus

Future Pathways
This course is designed to cater for those students who are interested in:
• a career in Science, teaching Science or associated fields such as Environmental Science or Forensics

Contact Person
Jessica Ragg
Acting Head of Department - Science
VISUAL ART IN PRACTICE – Subject Fee per Year $100.00

Rationale:
This subject is designed for those students who wish to create a variety of art and design items, but do not wish to follow the Visual Art path. The major difference is that this subject is an ‘Authority Registered Subject’ and therefore does not contribute towards a student’s OP ranking. This makes Visual Arts studies a skills-based, more ‘practical’ art subject. However, students will still need to develop and utilise specific skills, techniques and processes related to a wide range of art media and express their own personal responses to a variety of themes and concepts. To do this, they will use a Visual Diary to plan and design their work, and will still need to develop skills to talk and write about their own work and that of their peers. Students will also prepare their work for display and learn about the factors involved in exhibitions and making functional items. There will, however, not be a distinct, theoretical component. Instead, the focus is on “hands-on” art and design projects.

Course Outline:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One/Two</td>
<td>Term One/Two</td>
</tr>
<tr>
<td>2D Unit ‘Forces of Nature’ (Drawing/Painting/Printmaking)</td>
<td>Thematic Unit Five ‘Ceremonies and Rituals’</td>
</tr>
<tr>
<td>3D Unit ‘Metamorphosis’ (Ceramics/Sculputre)</td>
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</tr>
<tr>
<td>Term One/Two</td>
<td></td>
</tr>
<tr>
<td>3D Unit ‘Metamorphosis’ (Ceramics/Sculputre)</td>
<td>Computer Art Unit ‘Altered States’</td>
</tr>
<tr>
<td>Term Three</td>
<td>Term Three/Four</td>
</tr>
<tr>
<td>Textile Art Unit “Twisted Landscape”</td>
<td>Thematic Unit Six ‘Life, The Universe and Everything’</td>
</tr>
<tr>
<td>Term Four</td>
<td></td>
</tr>
<tr>
<td>3D Sculpture Unit ‘Play it Again Sam’</td>
<td></td>
</tr>
</tbody>
</table>

Suggested:
- 2D media/techniques - Drawing, Painting, Printmaking, Mixed Media.
- design media/techniques - Digital/Electronic Imaging, Photography, Graphic Design,
- 3D media/techniques - Ceramics, Assemblage, Installation, Sculpture, Textile Weaving.

Entry Requirements:
It is recommended that students wishing to enrol in this subject should have studied Visual Art in Year 9 and 10 and have received at least a Sound Achievement.

Course Requirements
Subject Levy - due to both the high cost and high use of consumable items in this subject, a levy of $100 per student, per year is charged. Once paid, students will have access to art materials available at the school.

Stationery - A4 Visual Art Diary, 2B, 4B, 6B pencils (minimum), white eraser, felt pens, coloured pencils, A4 lined paper and a 4mb USB.

Excursions - students will be expected to participate in at least one excursion during the year. These are to view art exhibitions at Galleries, such as Old Art Gallery (Southbank), Logan Art Gallery (Logan Central), and QUT Art Museum (Gardens Point Campus). While entry to these galleries is free, the average cost of bus fare is usually $12.00 - $20.00.

Assessment
Assessment tasks will cover a range of “Making” tasks, including preliminary experimental work, planning and documenting in a Visual Diary, the making of major pieces, and evaluation of their own and others’ work.
Students will also be involved in displaying their work in a variety of situations within the school and community. The involvement in competitions and everyday art related situations such as Drama production backdrops etc. will be encouraged/expected.

**Future Pathways**
**Towards Tertiary** - the successful completion of Visual Art Studies would give the student the chance to submit a folio for entry into TAFE art courses.

**Towards Employment & Life Skills** - an art education helps a student develop creative talents, competencies and skills that can be transferred to their working and recreational lives. An Art education can lead to a wide range of fields such as: Multimedia Design, Fashion Design, Graphic Design, Animation, Advertising, Illustration, Jewellery Design, Photography, Stage and Costume Design, Interior Design, Film making and Sign-writing.

*The Visual Art Studies course is designed to actively encourage students to enhance their life-skills, such as personal development, social skills, self-management skills and citizenship skills.*

**Contact Person**

Lisa Callaghan  
Acting Head of Department – Creative Arts
RECREATION

Rationale

Physical forms of recreation are growth industries in Australian society. These forms of recreation include social sport, fitness programs and outdoor pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time. Recreation focuses on the role recreation has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about recreation activities.

Recreation activities are those that require exertion and activity. They are engaged in for competition, relaxation or simply enjoyment. Recreation activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities.

Course Content

Students will experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. The skills developed in Recreation may help in work, personal fitness, or general health and wellbeing. Students will develop interpersonal abilities and be encouraged to appreciate and value involvement in recreation activities. They will examine the following topics:

- the relevance of recreation in Australian culture
- the contribution recreation makes to health and wellbeing
- factors that influence participation in recreation
- how physical skills can enhance participation in recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in recreation activities
- technology in recreation activities
- how the recreation industry contributes to individuals and communities.

Students will work individually, with others and in teams. They will be involved in acquiring, applying and evaluating information about physical activities and performances, planning and organising activities, investigating solutions to individual and community recreation challenges, and using suitable technologies where relevant.

Assessment

In Recreation, assessment instruments may include projects, investigations, extended responses to stimulus, performances, and examinations. These can include activities such as recreation or training/coaching sessions; participating in recreation activities and team tasks; supervising fitness activities; investigating a specific questions; interpreting, analysing and evaluating ideas and information; writing articles or reports; and giving presentations.

In Year 12, you will be expected to complete four to six assessments, including at least one project, at least one extended written response and at least two performances (separate to a component of a project).

Course Requirements

It is expected that all students enrolled in the course will complete all assessment, both written and movement.

It is expected that there will be excursions and possible camps that will need to be attended to ensure all components of the course have been covered.

Future Pathways

This course of study contributes four credits towards the Queensland Certificate of Education (QCE) if you receive a Sound Achievement (C) or higher.

This course can be a basis for future studies or employment in the fields of fitness, outdoor recreation, sports administration and community health and recreation. Further studies to achieve these will be required.

Contact person

Sulata Pop
HOD Health and Physical Education
TOURISM – Subject Fee per Year $150.00

The subject Tourism is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

You will learn concepts and ideas related to the core topics — ‘Tourism as an industry’, ‘The travel experience’ and ‘Sustainable tourism’.

You will develop an understanding of the tourism industry and learn about employment opportunities and the range of skills needed to successfully undertake these positions. You will develop knowledge and understanding about reasons why people travel, and the importance of understanding the place, culture, laws and documents required for travel. You will learn about the impact of tourism, consider tourism challenges and opportunities, and the role of sustainable management in tourism.

Possible units of work studied will be ‘Technology and tourism’, ‘Forms of tourism’, ‘Tourist destinations and attractions’, ‘Tourism marketing’, ‘Types of tourism’ and ‘Tourism client groups’.

Course Requirements:

There is a subject levy of $150 per year. This covers costs of 2 excursions per year as well as 1-2 field trips to explore Tourism in the Scenic Rim (Environmental Tourism) & Gold Coast (International Tourism). It will also cover the cost of expert guest speakers within the field.

Assessment instruments in Tourism will include:

- projects — involving a single task, situation and/or scenario, such as developing a site presentation for a specific tourist destination and associated promotional material, a response which maybe a presentation with written material;
- investigations — involving research, such as developing a travel itinerary for a visiting overseas student with a set budget, a response which maybe a report, speech or presentation;
- extended response to stimulus — involving stimulus, such as an industry-based product, internet websites; a response may be a brochure, magazine article, podcast, or presentation
- short response examinations.

In Year 12, you will be expected to complete four to six assessment responses which include at least three different assessment techniques, one will be a project and one that is an examination.

This subject contributes four credit points towards the Queensland Certificate of Education (QCE) if you achieve a Sound Achievement or higher at the completion of 4 semesters. A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, transport and travel.

Contact person

Jodi Hancock
HOD Humanities
Vocational Education and Training (VET)

Stand Alone Certificates
CERTIFICATE I - CONSTRUCTION (CPC10111 - VCO111)
Subject Fee per Year $70.00

Rationale

This area of study seeks to develop practical knowledge and skills that apply in the Construction environment at introductory level through activities and situations that include manufacture, maintenance and repair. The Building and Construction Industry consists of several streams including general construction, civil construction services, off-site and heavy engineering. Students completing this certificate attain 3 points towards their QCE. By also engaging with the Doorways to Construction program they have the opportunity to attain 2 more points which means a possible 5 QCE points overall.

Aims

This subject is designed to provide students with a series of choices in the practical area of vocational education. While the primary focus is on providing skills and knowledge, enabling a student to find work as an apprentice or skilled worker, some skills learnt may also play a valuable role in life - “around the house” or “leisure/hobby pursuits”. Doorways students are also supported by Construction Skills Queensland in their engagement with industry and pathway to employment in the Construction industry.

Entry Requirements

Preference will be given to those students who have achieved a good standard of work in Year 10 Construction. Student attitude, class behaviour, interest and work ethic will be taken into account. Due to the nature of this industry, Safety is a major consideration. Due to cumulative training requirements students are not normally allowed entry into this course after the end of term one. Specific entry level training is completed by this time and cannot be repeated within the course.

Course Outline

The CPC1011 Certificate I in Construction qualification is based on units of competency selected from the General Construction Industry National Competence Standards. Students do the basic or base level course that all construction industry apprentices do. These include such trades as carpenters, plumbers, bricklayers, painters, tilers, concreters etc. Students must also demonstrate employability skills as they participate in this certificate.

The course uses an integrated approach and covers units of work involving construction. Students work using hand and power tools and machinery such as band saws, planers, drop saws, table saws, sanders, routers and jigsaws to name a few. Student exercises will take the form of simple construction tasks, either as a bench exercise, an individual task or a group project. Outdoor construction projects will also require students to work on real life projects within the College. Students will also need to be prepared to take part in manual excavation, concreting and manual construction work.

To achieve this qualification, students must achieve competence in all units of competency. This includes seven core units of competency and three units of competency selected from the list of elective units.

Course Requirements

Subject Levy - project material costs of $70.00 is required as products are manufactured for home use. Other Requirements - students will need to purchase safety boots ($50 from safety equipment suppliers), safety glasses, tape measure and carpenters pencil. Ear muffs and apron may also be useful but are not essential. These safety items will also be needed for participation in industry work experience, future employment and TAFE studies. Students without safety equipment will be unable to take this area of study. Students must also complete the Construction White Card at a cost of $10.00 through the school.

Core Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Core / Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the Construction Industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
<td>Elective</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM2004A</td>
<td>Handle construction materials</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM2005B</td>
<td>Use construction tools and equipment</td>
<td>Core</td>
</tr>
</tbody>
</table>
Elective Units of Competency (3 units of competency to be completed)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM2006B</td>
<td>Apply basic levelling procedures</td>
<td>Elective</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCOHS1002A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCVE1011A</td>
<td>Undertake a basic construction project</td>
<td>Core</td>
</tr>
</tbody>
</table>

Assessment

Student tasks or projects are marked on a competency basis. Theory elements are assessed by written tests, assignments and verbal responses. Students must complete all theory components to a satisfactory level to achieve competence in the related elements. General performance is marked on a continuous basis in reference to current industry standards. Students are either able to prove their competency to perform the work to the industry standard that is graded ‘competent’, or they are deemed ‘not yet competent’.

Future Pathways

The skills learned in this course will therefore enhance the position of a student to gain employment as an apprentice or trades support person, or to gain entry into a TAFE Institute. The qualifications gained may also in the future enable students to go on and facilitate their own business or gain access to future study in the areas of Industry Sales, Drafting/Architecture or Civil Engineering. Students learning these skills will also find them very useful in the future as a home handyperson.

Students who wish to also become part of the Doorways to Construction program will have an opportunity to apply and gain acceptance through an interview process. They are then required to complete the structured work placement within industry in an allocated one week block each semester. These students are supported in this by Construction Skills Queensland who also bank the extra 2 points to their QCE account.

Subject Changes

Students are to enrol into this subject at the start of Semester 1 Year 11 or change at the start of Term 2 Year 11. Late enrolment cannot occur after this point as key elements of competence and WH&S competencies are completed and cannot be repeated with disrupting the learning of the whole class.

Contact Person

Jeff Ludlow
Head of Department - Technology
CERTIFICATE II - ELECTRO TECHNOLOGY (Career Start) - (UEE22011 VEL111)
Subject Fee per Year $110.00  This is a non-refundable fee - outside RTO

Rationale

This area of study seeks to develop theory, practical knowledge and skills that apply in an industrial environment. The Electro technology industry is a quickly growing industry with great opportunities. This qualification covers competences for work entry program providing grounding in safety and basic skills and knowledge for work in any electro technology discipline

Aims

This subject is designed to provide students with a series of choices in the area of vocational education. While the primary focus is on providing skills and knowledge, enabling a student to find work as an apprentice or skilled worker, some skills will also play a valuable role in life.

Entry Requirements

Students require a minimum of High Achievement in Year 10 Maths and Sound Achievement in English.
Students also require a continued enrolment through year 11 and 12 in Maths A.
Student attitude, class behaviour, interest and work ethic will be taken into account. Due to the nature of this industry, safety is a major consideration.
Due to cumulative training requirements students are not normally allowed entry into this course after the end of term one. Specific entry level training is completed by this time and cannot be repeated within the course.

Course Outline

QCE points = 4
Units of competency are selected from the Certificate 2 in Electro Technology (Career Start) UEE22011. Students do the basic or base level course to gain skills and knowledge for the electro technology discipline. These include Technician specialising in Computer systems, Data communications, Electrical or Electronics, Electrical systems, Electro technology assembly and service, Entertainment and Instrumentation.

The course uses an integrated approach and covers skills like: Knowledge of and solving basic problems with electronic and digital equipment, Solving problems including in single and multiple-path circuits, Selecting and using appropriate equipment and materials. Student exercises will take the form of simple electrical tasks, either as a bench exercise, an individual task or a group project. Wiring projects will also require students to work on real life projects. Students will also need to be prepared to take part in online theory and exams from Electrogroup Training Australia.

To achieve this qualification, students must achieve competence in all units of competency. This includes all core units of competency and elective units of competency selected from the training package.

Course Requirements

Subject Levy - Course costs of $110 per year
Other Requirements - Students will need to purchase safety boots ($50 from safety equipment suppliers) and safety glasses. These safety items will also be needed for participation in industry work experience, future employment and vocational studies. Students without safety equipment will be unable to undertake this area of study. Time will be allowed for students to complete the Online Construction white Card at a cost of approx. $10.00 per student.

Core Competency Standard Units

All competency units must be achieved to attain this qualification.

| Qualification Code: UEE22011 Certificate II in Electro Technology (Career Start) |
|---------------------|---------------------------------------------------------------------------------|
| Units of competency | Code                     | Title                                                                 |
| UEEENEE101A         | Apply OHS regulations, codes and practices in the workplace                    |
| UEEENEE104A         | Solve problems in DC circuits.                                                 |
| UEEENEE141A         | Use of routine equipment plant technologies in an energy sector environment.   |
| UEEENEE142A         | Apply environmentally sustainable energy procedures in the energy sector      |
| UEEENEE107A         | Use drawings, diagrams, schedules, standards, codes and specifications        |
| UEEENEE102A         | Fabricate, assemble and dismantle utilities industry components               |

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Qualification

Code: UEE22011 Certificate II in Electro Technology (Career Start)

<table>
<thead>
<tr>
<th>Units of competency</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UEEENEE105A</td>
<td>Fix and secure electro technology equipment</td>
</tr>
<tr>
<td></td>
<td>UEEENEE148A</td>
<td>Carry out routine work activities in an energy sector environment</td>
</tr>
<tr>
<td></td>
<td>UEEENEE179A</td>
<td>Identify and select components, accessories and materials for energy</td>
</tr>
<tr>
<td></td>
<td>UEEENED101A</td>
<td>Use computer applications relevant to a workplace</td>
</tr>
<tr>
<td></td>
<td>UEEENEEP026A</td>
<td>Conduct in-service safety testing of electrical cord connected equipm</td>
</tr>
<tr>
<td></td>
<td>HLTAID001A</td>
<td>Provide CPR</td>
</tr>
<tr>
<td></td>
<td>CPCCHS1001A</td>
<td>Construction White Card</td>
</tr>
</tbody>
</table>

Assessment

Student tasks or projects are marked on a competency basis. Theory elements will be assessed by a combination of onsite and online tests and assignments. Students must complete all theory components to the required level to achieve requirements stated in the related elements. General performance is marked on a continuous basis in reference to current industry standards. Students must be able to prove their competency to perform work to the industry standard that is based on knowledge, skill and application to work.

Future Pathways

The skills learned in this course will therefore enhance the position of a student to gain employment as an apprentice, technician or trades support person, or to gain entry into a Vocational Institute. The qualifications gained may also in the future enable students to go on and facilitate their own business or gain access to future study in the areas of Certificate 3 Apprenticeship in a specialist electro technology area. This may also include a Diploma or Advance Diploma in Electro technology. Students may receive credit for relevant competencies towards a related apprenticeship or further study.

Contact Person

Jeff Ludlow
Head of Department - Technology
David Muirhead – Course Teacher
CERTIFICATE II - ENGINEERING PATHWAYS (MEM20413)
Subject Fee per Year $60.00

Rationale
This Engineering course has been designed as a project-based or activity-based course of study with the emphasis on using current industry practice and safe technological processes to complete tasks through the fabrication and construction of a Formula High School® race car in a workshop or simulated workplace environment. Projects and practical activities set the context within which the key elements of the course are delivered and provide the means for the consolidation and application of skills and knowledge.

Aims
This Subject is designed to enhance student development in vocational education and develop engineering competency to perform at a certificate two level. Skills taught are authentic and credible. Students are instructed by the trainers and/or carry out blended learning utilising video instruction to gain an understanding of the task plus underpinning knowledge and skill of what is required as an outcome.

Entry requirements.
Due to the nature of this course students enrolling should have achieved a B in year 10 Industrial Technology and Maths. English achievement should be at least a C level. Because of the self-managed aspects required to perform in this subject students must have demonstrated safe practices and performance in workshop classes.

This course is conducted in partnership with Formula Student external RTO number 41124

Students must be eligible for VETiS funding. Students who are currently enrolled in, considering or completed a School-Based Traineeship or similar may be ineligible for this course. For information about VETiS eligibility please contact us or access the Queensland Government VETiS Fact Sheet at https://training.qld.gov.au/site/providers/Documents/funded/vetis-fact-sheet.pdf

Course Outline
QCE points = 4

A course of study in Engineering comprising of:
• A mandatory study area core unit of work, integrated throughout the course of study.
• A specified number of units of study, as prescribed by the particular strand or strands chosen, integrated throughout the course of study.

The student is assigned a task to manufacture, and the steps required to achieve the outcome. The component manufacture is broken down into the various step by step work tasks. The course is designed to develop knowledge and skills within the engineering and manufacturing industry, from the language used to the processes and methods and the quality assurances around building an item for consumer usage.

This course of study is flexible in order to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who study it.

Course Outline

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Competency</td>
</tr>
<tr>
<td>MEM13014A</td>
<td>Apply principles of OH&amp;S in the work environment</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
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</table>
Assessment Summary

Assessment is carried out taking into account the clustered nature of training and assessment, through observable behaviour assessment by the teacher and questioning either by the trainer or through assessment quizzes. For a student to be assessed as competent in a unit of competency, they must be assessed over time on multiple occasions for each of the Performance Criteria within a Unit of Competency. Students have multiple opportunities for assessment due to the nature of assessment. If however it is deemed that the student has had multiple opportunities and is still not able to achieve competency, then the student is determined to be Not Competent.

Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Safety glasses must be worn at all times in the workshop. Students must purchase and wear steel cap shoes/work boots and supplied PPEs at all times in the workshop, overalls or long sleeved shirt and trousers will be required for all welding activities. Failure to do so will see them unable to enter the workshop.

Contact person

Jeff Ludlow
Head of Department - Technology
CERTIFICATE III - FITNESS (SIS30315)
Subject Fee For Two Years $350 - This is a non-refundable fee - outside RTO

Course Overview

The school has formed a partnership with the RTO, Binnacle Training (RTO code: 31319). The school teachers will deliver the program designed by Binnacle to enable them to have a pathway to the health and fitness industry.

Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Entry Requirements (Course fee $350)

Entry to this course may be determined by an interview process. A program fee must also be paid prior to the enrolment of the course and will be non-refundable. Option to use VETiS funding is available.

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

Course Overview

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>Health, Safety and Law in the Sport, Fitness and Recreation industry</td>
<td>Assist with activity sessions</td>
<td>Screening and assessing clients and group fitness</td>
<td>Exercise Science – Anatomy and Physiology (continued)</td>
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<tr>
<td></td>
<td>Customer service</td>
<td>Deliver a community fitness program</td>
<td>Exercise Science - Anatomy and Physiology</td>
<td>Group fitness</td>
</tr>
</tbody>
</table>
|            | Coaching and officiating practices                                     | Optional: sport-specific coach/official accreditation                 |-way into Certificate IV in Fitness (Personal Trainer) with Australian Institute of Personal Trainers (AIPT). (Cost approx. $1500)
Assessment

The program will comprise of class-based tasks and practical components in a real gym environment at the school. These involve the delivery of fitness programs to clients within the school community (students, teachers and other staff).

Course content will be delivered by teachers, but will also be available online at all times. Assessment will be completed online and verified by class teachers. These tasks may include:

- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log book and practical experience

**NOTE:** This program involves a mandatory ‘outside subject’ weekly component of 90 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to a variety of clients, including older adults.

Future Pathways

This qualification can assist in leading to the following career pathways:

- Group exercise instructor
- Gym/exercise instructor
- Fitness/sports coach

With further training (Cert IV Fitness/Diploma) you can become a:

- Personal Trainer
- Gym Manager
- Business owner
- Strength and conditioning coach

The diploma could lead to University admission to explore degrees such as, HPE teaching, Exercise physiologist, Sport Science, Physiotherapy or dietician.

Contact

Sulata Pop
HOD Health and Physical Education
INFORMATION & COMMUNICATIONS TECHNOLOGY
Certificate II - Information, Digital Media & Technology ICT20115

Rationale
Computers are an integral part of today’s work, study and leisure and students must know how to use them effectively, efficiently and ethically. Most social environments involve the use of information and communications technology in some form for entertainment, educational and recreational purposes.

Information & Communications Technology is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real life problems. Its student-centered approach promotes confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment. Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

Aims
The course of study aims to assist students to:
• become confident and competent users and consumers of ICTs,
• manage time and resources effectively and efficiently,
• develop the skills needed for creative work, practical problem-solving and communication in a variety of media,
• develop the ability to work and communicate with others in a team,
• develop an ability to make informed decisions in situations and practices involving ICTs,
• develop a commitment to the safe and ethical use of ICTs.

Entry Requirements
There are no prerequisites to enrol in Information & Communications Technology; however, it is recommended that students should have an interest and knowledge in computers.

To allow students opportunity to complete the certificate, students can only enrol in the course at the following junctures:
• Semester 1 Year 11
• Semester 2 Year 11
• Beginning of Term 1 Year 12

NOTE: If students enrol late, they may not have the time to complete the full certificates.

Course Outline
Throughout the two-year course, students have the opportunity to achieve the Certificate II in Information, Digital Media & Technology.

The ICT20115 Certificate II in Information, Digital Media & Technology is based on units of competency selected from the ICT training package. To achieve the qualification, students must achieve all competencies as described below.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code: ICT20115 Certificate II in Information, Digital Media &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Code</td>
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<tr>
<td></td>
<td>BSBWHS201</td>
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<td></td>
<td>BSBSUS201</td>
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<td>ICTICT201</td>
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<td>ICTWEB201</td>
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<td>ICTICT210</td>
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<td></td>
<td>ICTSAS203</td>
</tr>
</tbody>
</table>

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Students who successfully complete all competencies will be issued with the qualification ICT20115 Certificate II in Information, Digital Media & Technology, whereas, a Statement of Attainment will be issued to students who successfully complete only some of the competencies. This statement can be used for credit when enrolled in similar courses with a training provider.

In addition to completing set competencies, students will also have the opportunity to participate in Microsoft certified courses provided through Microsoft IT Academy. Students will be able to attain internationally recognised qualifications as well as 1 additional QCE point per exam passed. Due to Education Queensland policy parental permission will need to be provided before enrollment in these courses.

Other Requirements - handouts/booklets/additional exercises will be supplied by school.

Assessment
In Information & Communications Technology SAS, students will be assessed using a variety of techniques including:
- objective and short written response items,
- integrated practical project work,
- multimedia or single media presentations,
- website development,
- integrated or thematic tasks,
- product design, development and construction.

Future Pathways
Possible opportunities available after Year 12:
- University Degrees in Information Technology,
- TAFE Certificates or Diplomas in Information Technology,
- Traineeships.
- Information Technology Technician.

Contact Person
Douglas McDougall
Teacher

Kerenza Ortlipp
Head of Department – eLearning
CERTIFICATE II - CREATIVE INDUSTRIES (CUA20215) Subject Fee per Year $50

CERTIFICATE III - SCREEN and MEDIA (CUA31015) Subject Fee Per Year $50

NOTE: The Certificate III in Screen and Media is only available to those students who successfully complete Certificate II.

Rationale
Being able to express yourself effectively in the digital workforce of tomorrow is a vital skill every student should learn. Understanding what multimedia is, and being able to effectively manipulate and control its many diverse elements, are two very different things. Yes, multimedia is all about Video Editing, Audio Editing, Animation, Web Design, Image Manipulation, and Digital Photography (all of which are covered in the course) – but there is a lot more to it than that. In terms of technical control and understanding of software, and the scope for creativity that these new digital mediums have made possible – multimedia is about efficient and creative communication practices.

Entwined with the multimedia aspect of the course, students spend considerable time learning about digital photography and image making. Utilising the school's professional, industry standard photographic studio – equipped with digital studio lighting facilities, cyclorama wall and digital SLR cameras, student spend time shooting both in and outside of the studio to explore and fine tune the art of image making and manipulation.

Entry Requirements
There are no prerequisites to enroll in Multimedia; however, it is recommended that students should have an interest and knowledge in computers and multimedia.

To allow students opportunity to complete this certificate, students can only enroll in the course at the following junctures:
- Semester 1 Year 11

NOTE: If students enroll late, they may not have the time to complete the certificate.

Course Outline
Throughout the two-year course, students have the opportunity to achieve Certificate III in Screen and Media, depending on the competencies they achieve.

The CUA31015 Certificate III in Screen and Media is based on units of competency selected from the CUA15 Creative Arts and Culture Training Package. To achieve the qualification, students must achieve all competencies listed below.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code: CUA31015 Certificate III in Screen and Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units of competency</td>
<td>Code</td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>CUAIND301</td>
<td>Work effectively in the creative arts industry</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>CUAANM301</td>
<td>Create 2D digital animations</td>
</tr>
<tr>
<td>CUACAM201</td>
<td>Assist with a basic camera shoot</td>
</tr>
<tr>
<td>CUADIG302</td>
<td>Author interactive sequences</td>
</tr>
<tr>
<td>CUADIG303</td>
<td>Produce and prepare photo images</td>
</tr>
<tr>
<td>CUAGMT301</td>
<td>Repair and maintain production equipment</td>
</tr>
<tr>
<td>CUALGT201</td>
<td>Develop basic lighting skills and knowledge</td>
</tr>
<tr>
<td>CUAPSO201</td>
<td>Perform basic vision and sound editing</td>
</tr>
</tbody>
</table>

Students who successfully complete all competencies will be issued with the qualification CUA31015 Certificate III in Screen and Media, whereas, a Statement of Attainment will be issued to students who successfully complete only some of the competencies. This statement can be used for credit when enrolled in similar courses with a training provider.

Outcomes
The study of multimedia and digital imaging:
- provides and enhances transferable information technology skills,
- exposes students to a growing industry,
- introduces students to industry standard practices and processes,
- aligns their knowledge and skills with current industry demands,
- develops creativity and divergent problem solving skills,
- develops knowledge of design principles and conventions,
- enhances communication skills across a range of digital platforms,
- allows for creative and personal expression.

Entry Requirements
A positive attitude is required. Basic computer skills are essential.

Course Requirements
Subject Levy - $50.00 to cover the high cost of consumables and the high cost of software used in the course.
Other Requirements - handouts/booklets/additional exercises will be supplied by school.

Assessment
Through practical task-work, students engage in learning activities designed to strengthen and expand their knowledge of the creative application of digital technologies. Using ‘real world’, industry standard software programs such as Photoshop, Dreamweaver, Flash and other modules in the Macromedia suite, students participate in planning, designing and creating a range of multimedia products and image folios.

Future Pathways
Many universities and TAFE colleges offer courses in multimedia and/or photography. From Certificate level qualifications through to Bachelor Degrees, the industry has a wide range of future study possibilities. It should be noted that this subject is not used in the calculation of an OP score.

Contact Person
Steve McMarson
Media Teacher

Kerenza Ortlipp
Head of Department - eLearning
CERTIFICATE II - MUSIC (VMD) - (CUS20615)
Subject Fee per Year $140.00 (to be confirmed) This is a non-refundable fee - outside RTO

Rationale
The music industry is a thriving and popular area in today’s society. This subject aims to provide students with a broad base of knowledge and skills required to be able to work in a variety of sectors in the music industry including performance, composition, business and technology. Students complete modules towards CUA20615 Certificate II in Music Industry. Delivery of the program is based on individual student competence with some students working at a faster pace than others. The course will have a focus on recording and post-production with some opportunities to undertake live sound engagements.

Aims
By the end of the course (usually 1 year) students will have either completed the Certificate II in Music Industry or will have completed individual modules in the program depending on the amount of work done by the student.

Students will be able to:
- gain an insight into the industry sectors and career opportunities available,
- explain how the music industry works in their local environment,
- identify music styles, production processes and promotional opportunities,
- write a song,
- gain basic skills in performance, technology and/or business practice,
- demonstrate appropriate health, safety and security procedures,
- work with others through organizing a music act and event,
- produce and mix-down songs for soloists and small ensembles.

Course Outline
Over the two years of the course students complete modules in diverse areas such as:
- music videos
- performance
- music retailing
- music marketing & business skills
- promotion
- song writing
- sound and acoustics
- studio recording
- workplace communication
- support networks in the music industry
- occupational health and safety for music industry workers
- low budget productions
- stage management
- software and demo productions.

The recording studio and editing suite at school will be made available for students to use whilst working on their recordings and mix downs or production tasks.

| Qualification Code: CUA20615 Certificate II in Music Industry |
|-----------------|-----------------|-----------------|
| Units of competency | Code | Title | Type |
| CUAIN201 | Develop and apply creative arts industry knowledge | Core |
| BSBWOR203 | Work effectively with others | Core |
| BSBWHS201 | Contribute to health and safety of self and others | Core |
| CUAMLT201 | Develop and apply musical ideas and listening skills | Both |
| CUAMPF202 | Incorporate music technology into performance | Both |
| CUASOU202 | Perform basic sound editing | Tech Focus |
| CUASOU303 | Assist with sound recordings | Tech Focus |
| CUASOU303 | Repair and maintain audio equipment | Tech Focus |
| CUAMPF204 | Play or sing music from simple written notation | Perf Focus |
| CUAMPF201 | Play or sing simple musical pieces | Perf Focus |
| CUAMPF203 | Develop ensemble skills for playing or singing music | Perf Focus |

Entry Guidelines
This course is designed for students who have had a life long interest and passion in music and the music industry. Students who have studied Music in Year 9 and 10 will have an advantage in some areas of the course but every student has the opportunity to achieve competence in all areas of the course.

Course Requirements
Textbooks (provided by the Shared Resources Scheme) - students will need to use copies of the various competency booklets and internet learning activities.
Subject Levy – there is a $140.00 subject levy payable to AUS Music – CollArts who is the provider of this course. This is an agreement the school enters with the agency. The full amount of the levy is to be paid at enrolment and is a condition upon entry into the subject.

Assessment
Assessment for this course will include (but is not limited to) items such as:
- performing in a solo situation
- performing in small or large ensembles/groups
- involvement in organizing/rehearsing the group
- basic theoretical knowledge of music technology and acoustics, assessed via written exams
- recording (including organizing, setting up and packing away) a variety of instrumental/vocal groups, in both "live" and "studio" situations
- post-production and mastering of recordings
- The Contemporary Music Industry- how it functions in today’s society

Grades of A - E will not be used. Students will either be competent at the task at hand or will need to retry that competency

Future Pathways
Towards Tertiary - students can pursue further studies in Music Industry qualifications through courses run in several Queensland TAFE colleges as well as private audio and technical engineering training companies. Southbank, Moreton and Gold Coast TAFE colleges have in the past accepted students in different levels of their Music Industry certificate courses usually require a minimum number of students to commence. Check the websites below for additional information on the entry guidelines, costs and details of courses being delivered.

Gold Coast http://www.goldcoast.tafe.net/
Moreton http://www.moreton.tafe.net/
Southbank http://www.southbank.tafe.net/site/

Entry guidelines may make reference to auditions, demo tapes and a demonstration of an acceptable level of aural skills.

Contact Person
Lisa Callaghan
Acting Head of Department – Creative Arts